



Master of Counselling
CAAP 6635: OL
Biosocial Foundations of Health Psychology
COURSE OUTLINE
Fall 2020: September 9 - December 9

Instructor: Dr. Sandra Dixon, PhD, R.Psych
Office: TH 309
Phone: 403-380-1834 (office)
Email: sandra.dixon@uleth.ca

Admin Support: Margaret Beintema
Office: TH 323
Phone: 403-329-2732
Email: margaret.beintema@uleth.ca

Territorial acknowledgement: *Oki, and welcome to the University of Lethbridge. Our University's Blackfoot name is Iniskim, meaning Sacred Buffalo Stone. The University is located in traditional Blackfoot Confederacy territory. We honour the Blackfoot people and their traditional ways of knowing in caring for this land, as well as all Aboriginal peoples who have helped shape and continue to strengthen our University community.*

I am best contacted by email. **Please preface the Subject Line of all emails with CAAP 6635 Fall 2020.** 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 during weekdays, except for weekends and long weekends. Please resend your message if you have not received a reply in this timeframe as I may not have received it.

Note: I will NOT be checking emails on Sunday. Consider this your day for self-care and rest (if you so choose).

~~~~~

### **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 psychophysiological reactions and syndromes such as anxiety disorders, eating disorders, and depressive disorders including grief and loss.

**Term:** Fall Term 2020

**Contact hours/week:** 3-0-0

**Prerequisites:** Admission to the cohort for which the course is being offered AND CAAP 6601, 6607, 6617

**Equivalents:** CAAP 6635; EDUC 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.

### **Course Objectives**

Upon successful completion of this course, it is expected that 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* (7th ed.). Washington: American Psychological Association.

Sarafino, E. P., Smith, T. W., King, D. B., & DeLongis, A. (2020). *Health psychology: Biopsychosocial interactions* (2<sup>nd</sup> Canadian ed.). Toronto: John Wiley and Sons Canada, Ltd.

- ☞ Additional readings, when required, will be provided and posted on Moodle to supplement your learning and reflection at the instructor's discretion.
- ☞ **Please note:** E-version/digital versions of books may be available through the U of L book store or publisher. See link for bookstore: <http://www.uleth.ca/bookstore/>

### **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 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 (DF) 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. 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 student posts and more emphasis is placed on the quality of student 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 DFs, 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, 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 on the weekly DFs and also addressed in the Virtual Discussion Sessions (VDSs) via Zoom. 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 peer follow-up questions must be done within a timely manner to keep the interaction going. Please ensure that you reply to a different peer 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.

**Instructor role:** To engage with students in a safe and respectful environment that cultivates a sense of community and enhance critical thinking skills. I will not be responding to each student DF post. Rather, I will be active and intentional in reading comments, offering insights, providing feedback, and asking relevant questions that generate higher-level learning, when and where necessary.

## **Professional Writing Expectations**

It is expected that your writing meets the expectations of a graduate level program which includes abiding by the APA Publication Manual 7<sup>th</sup> 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.
- 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/redone 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 receive a passing grade in the course.
- Late assignments will be **penalized 5% per day (including weekends and past the deadline on the same day)**, unless an extension was granted in advance of the due date. Extensions will only be granted in exceptional circumstances.

## **Sample Assignments**

They are not mandatory for courses and are ONLY provided if and when available with student permission. Sample assignments are to help you generate ideas to guide your work and are not expected to be replicated. **See Sample Assignment folder.**

## **Email Communication Protocol**

In email correspondence to the instructor, it is important to ensure that student correspondence express their needs and does not represent the voice of the collective cohort. All too often, student 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(s) it is imperative that you cc your email *separately to each individual*, so 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 via phone/Skype. This would be much appreciated.

## Evaluation

Students final grade for the course will be based on their performance in the following outlined course activities.

| Course Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Wt  | Tentative Deadline                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------------------------------------------------------|
| <b>Assignment #1: Individual Work</b><br><b>SELF-GRADED REFLECTION JOURNALS</b> <ul style="list-style-type: none"> <li>Active participation on the online DFs and VDSs as measured by the breath, depth and quality of student responses.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       | 10% | <b>Part 1: DUE Oct 15</b><br><br><b>Part 2: DUE Dec 3</b> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 20% |                                                           |
| <b>Assignment #2 (Part A): Group Work</b><br><b>DF FACILITATION &amp; PEER GROUP PRESENTATION</b> <ul style="list-style-type: none"> <li>To stimulate students to take responsibility for their learning and to become “experts on their topic” of interest.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    | 35% | <b>See Course Schedule below!</b>                         |
| <b>Assignment #2 (Part B): Group Work</b><br><b>PEER GROUP ASSESSMENT TOOL RUBRIC</b> <ul style="list-style-type: none"> <li>An assessment form is not required from the assessor only for the assessee(s).</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                     | 5%  |                                                           |
| <b>Assignment #3: Individual Work</b><br><b>OPTION A: PROFESSIONAL PRACTICE TO HEALTH FOCUS</b> <ul style="list-style-type: none"> <li>Interview a health care practitioner on the theoretical principles of health psychology for promoting healthy behaviours relevant to the practitioner’s profession.</li> </ul><br><b>OPTION B: SELF-CHANGE FOCUS</b> <ul style="list-style-type: none"> <li>Critically review a health psychology article from an academic/peer-reviewed journal. Utilizing critical analysis, evaluate and reflect on how this article has impacted your views on a health-related area of self-change.</li> </ul> | 30% | <b>DUE Nov 18</b>                                         |

## Final Letter Grade

The Faculty of Education 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 a Faculty of Education master’s level 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](http://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.cap.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.

## **Privacy and Confidentiality**

- o Although we place a heavy emphasis in this course on your own school settings, practices, and data, it is imperative that we refrain from using personal identifying information in our dialogue.
- o The personal information your classmates and instructor disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.
- o Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.
- o While faculty, staff, and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, emails, presentations, recordings, assignments, etc. there is no guarantee of confidentiality.

## **Gentle Reminder**

*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](http://www.cap.ab.ca)

## **Attendance**

Mandatory attendance for all activities via Zoom and participation in the discussion forums (DF) are required as part of the course. In exceptional cases where you will be absent from the Zoom activities or be unable to participate in the DF, notify the instructor via email in advance. **Non-excused absences to both Zoom and DFs may result in a 5% reduction in your final grade.** To be an active learner, you are responsible for reading and knowing the information in all assigned readings. In addition to the textbook, I might supplement the readings with additional information to maximize your learning opportunities. You are also expected to complete all course assignments and hand them in on time.

## **Tentative WEEKLY COURSE SCHEDULE: CAAP 6635**

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 student 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"> <li>September 9: Week 1 (<b>Class starts</b>)</li> <li>Welcome &amp; Introductions</li> <li>Overview of Psychology &amp; Health</li> <li>Dr. Bukola Salami - Interview on Immigrants' Health</li> </ul> | <ul style="list-style-type: none"> <li>Sarafino et al., Ch. 1</li> <li>Dixon (2019)</li> <li>Salami et al. (2017)</li> <li>Salami et al. (2019)</li> <li>DF post</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>September 14: Week 2</li> <li>Theories of Health Behaviour &amp; Health Behaviour Change</li> </ul>                                                                                                 | <ul style="list-style-type: none"> <li>Taylor &amp; Sirois, Ch. 3 (<b>Chapter reading posted in Moodle Resources</b>)</li> <li>DF post</li> <li>Virtual Assignment Corner (Zoom) – Thursday, September 17@ 5-6pm MST</li> </ul>                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>September 21: Week 3</li> <li>Life-Threatening Conditions: Heart Disease, Stroke, Cancer, and HIV/AIDS</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>Sarafino et al., Ch.14</li> <li>Huh, Liu, Neogi, Inkpen, &amp; Pratt (2014)</li> <li>Sviden, Tham, &amp; Borell, (2010).</li> <li>Virtual Discussion Session (Zoom)</li> <li>Guest Lecture - Deborah Colling - Provisional Psychologist!</li> <li>Wed. Sept 23 (5-6:30pm MST) &amp; Thur. Sept 24 – (5:30-7pm MST)</li> </ul>                                                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>September 28: Week 4</li> <li>Stress, Illness &amp; Coping</li> <li>Dr. Richard Butt - Interview on Stress</li> <li>DF FACILITATION &amp; PEER GROUP PRESENTATION</li> </ul>                        | <ul style="list-style-type: none"> <li>Sarafino at al., Ch. 3, 4, 5</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>October 5: Week 5</li> <li>Health-Related Behaviour &amp; Health Promotion</li> <li>Substance Use &amp; Abuse</li> <li>DF FACILITATION &amp; PEER GROUP PRESENTATION</li> </ul>                     | <ul style="list-style-type: none"> <li>Sarafino at al., Ch. 6 &amp; 7</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"> <li>October 12 – No class: Thanksgiving Monday</li> <li>October 13 – Lesson starts: Week 6</li> <li>Nutrition, Weight Control and Diet, Exercise, and Safety</li> </ul>                                 | <ul style="list-style-type: none"> <li>Sarafino et al., Ch. 8</li> <li>Wilson &amp; Schlam (2004)</li> <li>Plourde (2013)</li> <li>Puhl &amp; Heuer (2010)</li> <li>Watch: Leong, M. (2018, August 26). <i>Are you cheap, fast, and fake</i> [Video file]. Retrieved from <a href="https://www.youtube.com/watch?v=1XVGvQlkzyE">https://www.youtube.com/watch?v=1XVGvQlkzyE</a></li> <li>Virtual Discussion Session (Zoom) – TBD!!!!</li> <li>Guest Lecture - Lindsay Lait- Psychologist</li> <li>Tue. Oct 13 – (5:30-7pm MST) &amp; Wed. Oct 14 - (5-6:30pm MST)</li> </ul> |
| <ul style="list-style-type: none"> <li>October 19: Week 7</li> <li>The Nature and Symptoms of Pain</li> <li>Managing and Controlling Clinical Pain</li> <li>DF FACILITATION &amp; PEER GROUP PRESENTATION</li> </ul>                       | <ul style="list-style-type: none"> <li>Sarafino et al., Ch. 11 &amp; 12</li> <li>Virtual Assignment Corner (Zoom) – Thursday, October 22 @ 5-6pm MST</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                              |



| TOPICS                                                                                                                                                                                                                                                                                                                     | READING & TASKS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• <b>October 26:</b> Week 8</li> <li>• Hope and the Counselling Relationship</li> <li>• <b>DF FACILITATION &amp; PEER GROUP PRESENTATION</b></li> </ul>                                                                                                                             | <ul style="list-style-type: none"> <li>• <b>Article readings posted in Moodle (Resources)</b></li> <li>• Larsen &amp; Stege (2010a)</li> <li>• Larsen &amp; Stege (2010b)</li> <li>• Snyder (2002)</li> <li>• Koehn et al. (2012)</li> </ul>                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• <b>November 2:</b> Week 9</li> <li>• Beyond the Biopsychosocial Model - A Holistic Approach</li> <li>• <b>Dr. Bill Tomm, Psychiatrist – Interview on Biopsychosocial Model &amp; Holistic Approach</b></li> <li>• <b>DF FACILITATION &amp; PEER GROUP PRESENTATION</b></li> </ul> | <ul style="list-style-type: none"> <li>• <b>Article readings posted in Moodle (Resources)</b></li> <li>• Myers et l. (2000)</li> <li>• Sinnott (2001)</li> <li>• Stewart-Sicking et al. (2015)</li> </ul>                                                                                                                                                                                                                                                                                                                               |
| <ul style="list-style-type: none"> <li>• <b>November 9-13!!!!</b></li> <li>• <b>*Reading Week*</b></li> </ul>                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• <b>No DF</b></li> <li>• <b>Self-care</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>• <b>November 16:</b> Week 10</li> <li>• Strategies for Counselling Practice:</li> <li>• Mindfulness, Meditation, &amp; Expressive Writing</li> </ul>                                                                                                                               | <ul style="list-style-type: none"> <li>• <b>Article readings posted in Moodle (Resources)</b></li> <li>• Goyal et al. (2014)</li> <li>• Hilton et al. (2017)</li> <li>• Irving, Dobkin, &amp; Park (2009)</li> <li>• Pachankis &amp; Goldfried (2010)</li> <li>• Pennebaker (1997)</li> <li>• Zhou et al. (2015)</li> <li>• <b>Virtual Discussion Session (Zoom)</b></li> <li>• <b>Guest Lecture - Dania Amin, Provisional Psychologist</b></li> <li>• <b>Wed. Nov. 18 (5-6:30pm MST) &amp; Thur. Nov. 19 (5:30-7pm MST)</b></li> </ul> |
| <ul style="list-style-type: none"> <li>• <b>November 23:</b> Week 11</li> <li>• Death, Dying, and Grief</li> <li>• Psychosocial Factors in Aging and Dying</li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Sarafino et al., Ch.15</li> <li>• Gurung (2019), Ch. 11 (<b>Reading posted in Moodle (Resources)</b>)</li> <li>• Ellis &amp; Wahab (2013)</li> <li>• <b>Supplementary Readings (Optional; posted on Moodle)</b></li> <li>• <b>Virtual Discussion Session (Zoom)</b></li> <li>• <b>Guest Lecturer - Dr. Clarence Duff – Psychology Professor (Humber College, Toronto)</b></li> <li>• <b>Tue. Nov 24 (5-6:30pm MST) &amp; Wed. Nov 25 (5:30-7pm MST)</b></li> </ul>                             |
| <ul style="list-style-type: none"> <li>• <b>November 30:</b> Week 12</li> <li>• What's Ahead for the Health Psychology</li> </ul>                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Sarafino et al., Ch. 16</li> <li>• <b>DF post</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                   |

**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.

- Canadian Code of Ethics for Psychologists. (2017). *Canadian Code of Ethics for Psychologists* (4<sup>th</sup> ed.).  
[https://www.cpa.ca/docs/File/Ethics/CPA\\_Code\\_2017\\_4thEd.pdf](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. [www.ccpa-accp.ca](http://www.ccpa-accp.ca)
- Dixon, S. (2019). Intersectionality of cultural identities in health psychology: Key recommendations for working with African-Caribbean immigrant women. *Frontiers in Sociology*, 4(51), 1-14.  
<https://doi.org/10.3389/fsoc.2019.00051>
- 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. <http://dx.doi.org.ezproxy.uleth.ca/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. <https://doi.org/10.1002/j.2161-0029.2009.tb00053.x>
- 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. <https://doi.org/10.1001/jamainternmed.2013.13018>
- Gurung, R. A. R. (2019). *Health psychology: Well-being in a diverse world* (4<sup>th</sup> ed.). Los Angeles: Sage.
- Inbadas, H. (2016). History, culture and traditions: The silent spaces in the study of spirituality at the end of life. *Religions*, 7(53), 1-11. <https://doi.org/10.3390/rel7050053>
- 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.  
<https://doi.org/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. <https://doi.org/10.1007/s11469-011-9360-3>
- Hilton, L., Hempel, S., Ewing, B. A., Apaydin, E., Xenakis, L., Newberry, S., . . . Maglione, M. A. (2017). Mindfulness meditation for chronic pain: Systematic review and meta-analysis. *Annals of Behavioral Medicine*, 51 (2), 199-213. <https://doi.org/10.1007/s12160-016-9844-2>
- 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. <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. <https://doi.org/10.1037/a0020820>
- Larsen, D. J., & Stege, R. (2010b). Hope-focused practices during early psychotherapy sessions: Part II: Explicit approaches. *Journal of Psychotherapy Integration*, 20(3), 293-311. <https://doi.org/10.1037/a0020821>
- Mulder, P. (2019, November 25). Snyder's Hope theory. *Toolshero*. <https://www.toolshero.com/personal-development/snyders-hope-theory/>
- Myers, J. E., & Sweeney, T. J. (2007). *Wellness in counseling: An overview* (ACAPCD-09). Alexandria: 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.  
<https://search.proquest.com/docview/219024099?accountid=12063>
- Pachankis, J. E., & Goldfried, M. R. (2010). Expressive writing for gay-related stress. *Journal of Consulting and Clinical Psychology*, 78(1), 98-110.
- Pennebaker, J. W. (1997). Writing about emotional experiences as a therapeutic process. *Psychological Science*, 8(3), 162-166. <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. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3625074/>
- Plumb, A. M. (2011). Spirituality and counselling: Are counsellors prepared to integrate religion and spirituality into therapeutic work with clients. *Canadian Journal of Counselling and Psychotherapy*, 45(1), 1-16. <http://cjc.rcc.ucalgary.ca/cjc/index.php/rcc/article/view/959/839>
- Puhl, R. M., & Heuer, C. A. (2010). Obesity stigma: Important considerations for public health. *American Journal of Public Health*, 100(6), 1019-1028. <https://doi.org/10.2105/AJPH.2009.159491>
- Salami, B., Hegadoren, K., Bautista, L., Ben-Shlomo, Y., Diaz, E., Rammohan, A., . . . Yaskina, M. (2017). *Mental health of immigrants and non-immigrants in Canada: Evidence from the Canadian health measures survey and*

- service provider interviews in Alberta. Alberta, Canada. <https://policywise.com/wp-content/uploads/resources/2017/04/2017-04APR-27-Executive-Summary-15SM-SalamiHegadoren.pdf>
- Salami, B., Salma, J., Hegadoren, K., Meherali, S., Kolawole, T., & Diaz, E. (2019). Sense of community belonging among immigrants: Perspective of immigrant service providers. *Public Health, 167*, 28-33. <https://doi.org/10.1016/j.puhe.2018.10.017>
- 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. <https://doi.org/10.1023/A:1011342612898>
- Smyth, J. M., Stone, A. A., Hurewitz, A., & Kaell, A. (1999). Effects of writing about stressful experiences on symptom reduction in patients with asthma or rheumatoid arthritis: A randomized trial. *JAMA, 281* (14), 1304-1309. <https://doi.org/10.1001/jama.281.14.1304>
- Snyder, C. R. (2002). Hope theory: Rainbows in the mind. *Psychological Inquiry, 13* (4), 249-275. [www.jstor.org/stable/1448867](http://www.jstor.org/stable/1448867)
- Stewart-Sicking, J. A., Deal, P. J., & Fox, J. (2017). The ways paradigm: A transtheoretical model for integrating spirituality into counseling. *Journal of Counseling & Development, 95*(2), 234-241. <https://doi.org/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. <http://dx.doi.org.ezproxy.uleth.ca/10.1017/S1478951510000143>
- Taylor, S. E. & Sirois, F. M. (2014). *Health psychology* (3<sup>rd</sup> Canadian ed.). New York: 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. <https://doi.org/10.1016/j.cpr.2004.03.003>
- Zhou, C., Wu, Y., An, S., & Li, X. (2015). Effect of expressive writing intervention on health outcomes in breast cancer patients: A systematic review and meta-analysis of randomized controlled trials. *PLoS One, 10*(7). <http://dx.doi.org.ezproxy.uleth.ca/10.1371/journal.pone.0131802>

**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