

# COURSE OVERVIEW AND REQUIREMENTS BEHAVIORAL HEALTH CARE I

FALL, 1999

**Instructor:** Kate M. Hathaway, Ph.D. **Location:** Anderson 20  
Clinical Health Psychologist **Time:** Mondays 12:00 - 3:00  
University of Minnesota  
624-6946

**Text:** Wedding, D., Behavior and Medicine (2nd Ed.),  
Mosby-Year Book, St. Louis, Mo, 1995

## Overview

This course will provide an overview of some of the most important areas in behavioral health care and health psychology. Students will learn to understand the relationship (and inseparability) between physical health and psychological well-being. They will recognize that many of the major problems faced in health care are *behavioral* at their core and will discover ways in which they can use their positions as health care providers to help others change behavior and, therefore, improve health and well-being.

## Course Structure

The classes will be structured in order to include lecture, discussion and class participation. Students are expected to come prepared to class (having read the assigned materials) each week. Posttests will be given at the end of each class rather than a cumulative final examination. Questions for the posttest will be derived from both lecture materials and the reading assignments. In addition, all students will give a short (10 minute per presenter in group) presentation to the class with a team member and will distribute a 10-15 page paper to all class participants on a behavioral health psychology topic of his/her choice. Grades will be distributed as follows:

<b>Class posttests (Each is equally weighted)</b>	<b>=</b>	<b>50%</b>
<b>Class presentation</b>		<b>25%</b>
<b>Paper</b>		<b>25%</b>
<b>TOTAL</b>		<b>100%</b>

## Class Presentation

The presentation, given by two or more students together (your choice of partners), should include:

1. A case example (e.g., patient interview data) as you might present it to other members of an interdisciplinary team in clinical practice
2. A brief review of literature concerning your topic, including relevant research regarding etiology, current thinking, your own opinions and treatment options available.

### **Paper**

The paper, prepared by the students who have presented together in class, should include all of the information given in the presentation. It should also include more detail about relevant research (animal and human, as appropriate) and have a complete reference list with at least 5-10 recent references. The paper will be 10-15 pages in length and must be copied and made accessible to course participants for the day of the presentation. One option is to make a master copy for students to which other students have access to copy; we could keep this in a binder in the office.

I am open to discussion about the content of the course and regarding any special requests. If for some reason you are unable to attend a class, please feel free to discuss this with me. Posttests can be taken at an arranged time if you have missed any. The class is designed to facilitate cooperative learning and open books and use of references is highly encouraged. Any additional readings other than those assigned from the text will be made available in the office. Although I am not on campus except during class time, a phone message can be left at my University number, and, if you leave me a good time to reach you, I will return the call at my earliest convenience.

***This course complies with the Augsburg honesty policy. Cooperative learning is encouraged but not at the expense of either individual honesty and fairness nor of individual learning. Please work honesty and fairly with each other on all group projects.***

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## Course Syllabus

### Behavioral Health Care I (PSY 368)

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Hathaway, Fall 1999 (Rev9/16/99)

<b>Date</b>	<b>Topic</b>	<b>Readings Assigned (Wedding Text)</b>
9/13/99	Course Overview, Introduction to Behavioral Health Care	Chp 29
9/20/99	Stress-wellness relationships	Chps 12 and 20
9/27/99	Lifestyle factors and health: Diet, exercise, sleep, substance use	Chps 21 and 28 + other readings
10/4/99	Clinical Interviewing: Topics and Techniques	Chp 13 + other readings
10/11/99	Cultural Issues in Health** Interdisciplinary Health Care	Chps 30 and 31
10/18/99	Introduction to Developmental Issues: Birth, infancy, family systems	Chps 1 and 10
10/25/99	Developmental Issues: The elder adult Death, dying	Chps 6 and 7
11/1/99	Developmental Issues: Childhood and Adolescence** Early adulthood, work	Chps 2,3,5 and 11
11/8/99	<b>FIRST ROUND OF PRESENTATIONS</b>	
11/15/99	Chronic pain and chronic illness, special issues, compliance, difficult patients	Chp 22 and 26
11/22/99	Complementary medicine** Nonspecific effects in treatment	Other readings Chp 23
11/29/99	<b>SECOND ROUND OF PRESENTATIONS</b>	
12/6/99	<b>THIRD ROUND OF PRESENTATIONS</b>	

**\*\* GUEST LECTURERS** *Depending on the availability of special lecturers, the dates of some of these lectures may change.*

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### Suggested Presentation and Paper Topics

### Behavioral Health Care I

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Hathaway, Fall, 1999

Behavioral change techniques (cognitive or strictly overt behavior)  
Psychoneuroimmunology  
Relaxation therapies (hypnosis, meditation, biofeedback)  
Domestic violence  
Sexual abuse  
Women's health issues  
Sexuality, gay/lesbian concerns  
HIV/AIDS  
Learning problems, behavior problems in children  
Obesity  
Aging, dementia, social concerns for the elderly  
Special issues in dying  
Managed care issues, interdisciplinary treatment  
Specific topics in behavioral health care and emotional health:  
    Diabetes  
    Cystic fibrosis  
    Asthma, allergies  
    Cardiovascular disease  
    Other  
Other topic of student interest

**Names of team members, topic and preferred date of presentation should be submitted to Dr. Hathaway by September 27. If only a small percentage of the class prefers to do presentations on the earlier date, we will change the syllabus to allow for more preparation time and later presentations for all students.**

