

SANTA CLARA UNIVERSITY

Psychology Department
Spring, 1998

PSYCHOSOMATIC MEDICINE (PSYC 116)

Instructor: Thomas G. Plante, Ph.D., ABPP
Office: Alumni Science 200H
Telephone, Fax, E-Mail: 408-554-4471 (Office), 408-554-5241 (Fax), TPLANTE@MAILER.SCU.EDU
Office Hours: Tuesdays and Thursdays 11:40-12:00, 12:45-1:45 p.m. (or by appointment)
Course Meeting Room: Alumni Science 202
Course Meeting Times: Tuesdays and Thursdays, 9:55 a.m. -11:40 a.m.

Required Reading: Shorter, E. (1994). From the mind into the body: The cultural origins of psychosomatic symptoms. New York, NY: Free Press.
Gatchel, R.J. & Blanchard, E.B. (1993). Psychophysiological Disorders. Washington, DC: American Psychological Association

Course Evaluation:

Midterm Learning Probe 1:	Apr 23, 1998	100 points
Midterm Learning Probe 2:	May 28, 1998	100 points
Final Learning Probe:	Jun 11, 1998	200 points
Term Paper:	Jun 4, 1998	100 points
Class Participation and Scholarly Enthusiasm:		+

+ will improve course grade if final score is on border between two grades

Course Description: Psychosomatic medicine involves the role of psychological functioning and human behavior in the development and maintenance of illnesses and medical problems. Class topics include the history and perspectives of psychosomatic medicine as well as a wide variety of psychosomatic disorders such as eating, panic, irritable bowel, ulcer, asthma, diabetes, arthritis, conversion, trichotillomania, somatoform, cardiovascular, Munchausen's syndrome and others. Prerequisites include PSYC 10 or 11, 40, 42 or 43. PSYC 115 or 117 suggested.

Course Goals: (1) To provide a basic and broad based overview of the field of psychosomatic medicine from a biopsychosocial perspective.
(2) To provide a framework for understanding both the science and practice of psychosomatic medicine.
(3) To provide the foundation for students taking additional courses and advanced training in psychosomatic medicine, health psychology, clinical psychology, and medicine.

Sequence of Topics and Readings:

Week 1 (Mar 31 & Apr 2):	Introduction to Course & Psychosomatic Medicine	S (1), G&B (1)*
Week 2 (Apr 7 & 9):	History, Perspectives, and the Role of Culture in Psychosomatic Illness	S (2, 4, 5)
	Hypochondriasis, Munchausen's Syndrome, Somatoform Disorders	
Week 3 (Apr 14 & 16):	Eating and Body Image Disorders, Menstrual Disorders	S (3, 6), G&B (11)
Week 4 (Apr 21 & 23):	Arthritis & Midterm Learning Probe 1: Thursday, Apr 23	G&B (8)
Week 5 (Apr 28 & 30):	Gastric and Headache Disorders	G&B (2, 4)
Week 6 (May 5 & 7):	Cardiovascular Disorders & Raynaud's	G&B (3, 7)
Week 7 (May 12 & 14):	Trichotillomania, Panic, Asthma	G&B (5)
Week 8 (May 19 & 21):	Diabetes & TMJ	G&B (10, 9)
Week 9 (May 26 & 28):	Dermatological Disorders & Midterm Probe 2: Thursday, May 28	G&B (6)
Week 10 (Jun 2 & 4):	Specialized Treatments, Ethics, Career Issues Future Trends, Conclusions	S(7)
	Term Paper Due: Thursday, Jun 4 at 9:55 pm.	

* Please have readings completed during the first class session of each week.

S = Shorter book, G&B = Gatchel & Blanchard text

NOTE: Final Learning Probe: Thursday, Jun 11, 1997, 9:10 a.m. -12:10 p.m.

Additional Items:

1. Please note that make-up examinations are not possible. If you miss one of the midterm learning probes (an excused missed only, unexcused missed exams will result in a failing grade) the final learning probe will count for 300 rather than 200 points (400 points if both midterms are missed). Missing the final or failing to submit the term paper will result in being dropped or failed from the course. Learning probes will primarily be multiple choice and essay and will be graded using a curve (if needed).
2. The Term Paper should be about a 15 page paper in APA style on a psychosomatic medicine topic of your choice. Alternatively, the paper could be a reaction to an 8 or more hour observation of a psychosomatic related setting (e.g., appropriate hospital unit). The setting could be an Eastside project Placement (e.g., American Cancer Society). Your term paper topic should be discussed with me prior to your work on the paper. Topics should not repeat material presented in class or in the textbook. Grades for late papers will reflect a 10 points per day reduction. Please note that the paper will be due at the beginning of the last class.
3. Questions about learning probe answers and points provided for each item should be expressed in writing to me following each learning probe.
4. Please be prompt to class. We will make every effort to begin and end each class on time.
5. If you would like to speak with me individually, please feel free to do so. Please try to schedule your visit during scheduled office hours. If it is impossible for you to attend office hours due to a class conflict, then please make an appointment.
6. In keeping with the mission of the university, relating the course material to the "greater glory of God and to the common good" as well as helping to educate leaders with competence, compassion, and conscience will be integrated into class material where appropriate.
7. In order to make the most of this course (and your tuition dollar) please attend each class session, keep up with the assigned reading, and participate in class activities and discussions with scholarly vigor. To help you further in this noble endeavor, the following list of "Top 10 Ways to do Well in Psychosomatic Medicine" are offered for your consideration.

Top 10 Ways to do Well in Psychosomatic Medicine

10. Start your papers early! Remember, all papers must be written in APA style.
9. Try to apply the material to your life and the lives of your loved ones. Make it come alive.
8. Review the book chapters and your notes on a regular basis. Even 5 - 10 minutes each day to keep the material fresh is very helpful and minimizes stressful studying right before learning probes.
7. Be a practicing psychologist/doctor and take care of your mind and body. Don't cram or abuse caffeine (or other substances) and get enough sleep and food prior to learning probes.
6. Don't even think of cheating (especially at a fine Jesuit university). Academic honesty and integrity is fundamental to our mission. Cheating (including plagiarism) will result in being dropped or failed from the course and will be referred to the university at large for disciplinary action.
5. For each topic, concept, highlighted issue, etc. ask yourself the questions, "What's the bottom line? Why is this important? What's the big picture here? If I were the professor, why would I want students to know this?"
4. Write organized, readable notes in class highlighting the major points and concepts. Consider rewriting your notes to help with reinforcing the material.
3. Keep up with the readings. Mass learning (i.e., cramming) just doesn't work (remember the memory chapter in Intro Psych?). Reading and studying a little at a time works in the long run. Besides, you'll be way ahead of the game if you have done the assigned reading before class.
2. Be an active learner. It pays off. Participate in class discussions, ask questions freely, engage in the process! There is no such thing as a "dumb question."
1. Attend class! Don't be tempted to skip class and just photocopy someone's notes. There is no substitute for being there.

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