Term: Fall 2011
Course Director: Paula C. Miceli, M.Sc. (paula_m@yorku.ca)
Day/Time: Tuesdays 19:00 to 22:00 h
Office: Room BSB 257
Location: Room HNE B10 (Keele)
Office Hour: Tuesdays 6 p.m. (by appointment)
Course Prerequisite: 3rd year Undergraduate Health Psychology (Psychology 3170, Psychology 3635).

Course Overview: This course explores the psychology of “below the belt” health conditions, with equal weight afforded to the knowledge derived from natural and human sciences. Natural scientific ways of knowing are concerned with answering the questions “how much?” and “how often?” regarding psychological phenomena. Human scientific ways of knowing (i.e., qualitative methods) emphasize experiential-based ways of knowing about illness. Students will be expected to review, organize, and summarize information gathered from both forms of scholarship regarding “below the belt” conditions, which include (but are not limited to):

<table>
<thead>
<tr>
<th>Condition</th>
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<tbody>
<tr>
<td>Infertility (Male/Female)</td>
<td>Sexual Dysfunction (Male/Female)</td>
<td>Fecal Incontinence</td>
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<tr>
<td>Endometriosis</td>
<td>Inflammatory Bowel Disease</td>
<td>Urinary Incontinence</td>
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<tr>
<td>Chronic Pelvic Pain</td>
<td>Bladder Pain Syndrome</td>
<td>Irritable Bowel Syndrome</td>
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<tr>
<td>Interstitial Cystitis</td>
<td>Cancers (Uterine, Ovarian, Prostate, Penile, Testicular, Bladder, Colon)</td>
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A number of these conditions affect adults, but some may arise in children. Despite their diversity, common experiential aspects of these illnesses are shame, embarrassment, isolation and feelings of indignity. Students will select a topic of interest for the entire term as a depth project, involving writing papers, making a presentation and contributing to seminar discussion.

Caution: This course involves discussions regarding psychological issues related to “below the belt” health conditions, which may generate discomfort, or embarrassment for some students. Maturity and professionalism in approaching these topics is expected.

Learning Outcomes: Learning outcomes are relevant to individuals who envision careers in health care, education, health research and/or community services. To develop/enhance skills of knowledge generation, dissemination, and translation by:

- to generate an understanding of biological, social and psychological issues related to health conditions using measurement-based (quantitative) and meaning-based (qualitative) research methods [KG]
  - to appreciate strengths & limitations of both methodologies, as encountered experientially when working with published literature
- to generate an understanding of clinical psychological treatments for these health conditions [KG]
  - to report about the efficacy/safety of these treatments, and identify underdeveloped areas that may benefit from innovation
- to present one’s understanding in oral and written format [KD & KT]
  - to prepare formal presentations (leadership role) vs. information-sharing in informal seminar discussions (member role).
  - to appreciate the challenges in presenting in-depth material to an unfamiliar audience, and “de-jargon” their oral communication to other researchers or a lay audience.

Registrar’s 2011-2012 Sessional Dates (Fall Term)
Fall Classes Start - Sept 7/11, End – Dec 6/11 Exam Period – Dec 8/11 to Dec 22/11
Last Date to Enrol without permission of course instructor – September 20, 2011
Last Date to drop courses without receiving a grade – November 11, 2011
Last Date to Submit Fall term Work – December 6, 2011
**Evaluation:**
Topic Outline – 5% (1-3 pages)
Mid-term Paper – 30% (10-12 pages)
Final Paper – 40% (10-12 pages)
Seminar Participation – 15% (Students will be asked to make and bring a name card each week.)
Class Presentation – 10%

**Important Information for Students**
All students are expected to familiarize themselves with the following information, available on the Senate Committee on Curriculum & Academic Standards webpage (see Reports, Initiatives, Documents) - http://www.yorku.ca/secretariat/senate_cte_main_pages/ccas.htm
- York’s Academic Honesty Policy and Procedures/ Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

**E-mail Etiquette:** E-mail is a great tool for communicating with others. Here are some helpful tips about what I expect in terms of using e-mail to communicate with me.

**DO**
- include the course number in the subject header. If you don’t, I might delete your email inadvertently.
- email me if you do not understand a topic I am covering in class, or the project. We can speak by phone, meet during office hours, or may spend more time on a topic if many students need extra time with it.
- email me if you need to book time in my office hours, or meet with me after class.

Please….
- Do not use email to ask for class notes from missed lectures. Please consult with another student about the material you’ve missed.
- Do not use email to request a grade. Students will be informed (in-class) of the date that papers will be returned to them.

**Student Feedback:** At least 3 weeks prior to the end of the semester, students are asked to complete evaluations of the course and facilities, in accordance with Senate Policy. Informal feedback from students is welcome at any time.

**Assignment Submission:** Assignments for this course must be received on the due date specified for the assignment. All work will be collected during class hours. Late papers are to be submitted to Ms. Agnes Levstik, Room 281, BSB. Phone 416-736-5125 (Direct dial), email: alevstik@yorku.ca.

**Students with letters of accommodation:** Students are requested to identify themselves to the CD regarding any instructions or requirements. Please submit a copy of the letter directly to the CD as soon as possible.

**Grade Assignment:** Grades will be reported as percentages on individual pieces of work. Your total grade will be based upon a weighted sum of your performance on all work during the term. The following conversion table will be used to convert percentage grades to letter grades: 90-100: A+; 80-89: A; 75-79: B+; 70-74: B; 65-69: C+; 60-64: C; 55-59: D+; 50-54: D; Marginal failure (just below 50%): E; Failure (below 40%): F.
<table>
<thead>
<tr>
<th>Date (Week #)</th>
<th>Topic/Activity</th>
<th>Required Reading¹</th>
<th>Group Discussion²</th>
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| Sept 13 (1)   | Introduction/Orientation  
Sign-up: Topic, Presentation Date  
**Lecture 1:** Contexts and Roles of Health Psychologists | | |
| Sept 20 (2)   | **Lecture 2:** Qualitative Approaches to Health Psychology (Part 1)  
**Direct Instruction Component:** Working with Qualitative Research Findings (Part II) | Week 2 Readings | |
| Sept 27 (3)   | **Lecture 3:** Quantitative Approaches to Health Psychology (Part 1)  
**Direct Instruction Component:** Working with Quantitative Research Findings (Part II) | Week 3 Readings | |
| Oct 4 (4)     | **Lecture 4:** Health Promotion | Week 4 Readings | |
| Oct 11        | **Co-Curricular Week - No Classes** | | |
| Oct 18 (5)    | **Lecture 5:** Guest Speaker from the Community – Journeys with Infertility  
**Instruction:** Preparing for Seminar Discussion in Week 6 | Week 5 Reading as Assigned by Speaker | |
| Oct 25 (6)    | **Lecture:** A Health Psychological Approach to Urinary Urgency in Incontinent Women  
**Instruction:** Preparing Presentations/Discussions in Weeks 7-12 | Week 6 Readings | **Seminar Prep:** Students Provide Week 7 citations to Peers |
| Nov 1 (7)     | Student Presentations (4 x 15 minutes each) | Weekly Readings as assigned by Students presenters (and must be accessible by E-Resources). Readings are the basis of group discussion. Each presenter will assign reading 1 week prior – readings will be limited to 12-20 pages by CD. | **Seminar Prep:** Students Provide Week 8 reading to Peers |
| Nov 8 (8)     | Student Presentations (4 x 15 minutes each) | | **Seminar Prep:** Students Provide Week 9 reading to Peers |
| Nov 15 (9)    | Student Presentations (4 x 15 minutes each) | | **Seminar Prep:** Students Provide Week 10 reading to Peers |
| Nov 22 (10)   | Student Presentations (4 x 15 minutes each) | | **Seminar Prep:** Students Provide Week 11 reading to Peers |
| Nov 29 (11)   | Student Presentations (4 x 15 minutes each) | | **Seminar Prep:** Students Provide Week 12 reading to Peers |
| Dec 6 (12)    | Student Presentations (4 x 15 minutes each)  
**Due: Final Paper @ 7 p.m.** | | |

¹Reading is to be completed prior to class. Your ability to engage in the seminar format and learning environment of this class is directly related to your level of preparation. ²-Presentations will be arranged by themes and announced Week 2.
Policy on Late Papers, Presentations, and Seminar Attendance:
Seminar courses are a unique experience for fourth year undergraduate students, and resemble learning in professional settings. Timely performance and regular attendance are vital to the learning of your peers. Assignments handed in later than the due date will be penalized 5% per day (up to 100%). Presentations conducted later than the specified date will be penalized 5% per week (up to 25%). Exceptions to the lateness penalty for valid reasons such as illness, compassionate grounds, etc., will be considered by the Course Instructor with supporting appropriate documentation (i.e., attending physician’s statement). Students who are unable to make presentations or submit papers on specified dates and who do not provide appropriate documentation will be subject to a late penalty, as indicated. Absences with appropriate documentation (i.e., attending physician’s statement) will receive participation points. Students who enroll in the course late will not receive participation points for classes they have missed due to late enrolment.

Reading List
WEEK 2:

WEEK 3:
Crossley, M.L. (2001). Do we need to rethink health psychology? Psychology, Health and Medicine, 6, 3, 243-265. [access via e-resources].

WEEK 4:

WEEK 5: Guest Speaker’s Readings
TBA

WEEK 6: A Health Psychological Approach to Urinary Urgency in Incontinent Women
[all articles are accessible via YORK E-RESOURCES]


WEEKS 7 to 12: Speaker’s Readings
Assigned by peer presenters the week prior. All assigned readings must be accessible by E-resources or by Google (i.e., free). Students giving presentations are excused from reading, but are expected to contribute to seminar discussion regarding their topic.

Optional Resources: