

COURSE OUTLINE
Seminar in Health Psychology AS/PSYC 4190 3.00 M, SC/PSYC 4190 3.00 A
HH/PSYC 4190 3.00
York University
S2 2013

Prerequisites: AK/AS/SC/PSYC 1010 6.00 or AK/PSYC 2410 6.00, with a minimum grade of C;
AK/AS/SC/PSYC 2030 3.00 or AK/PSYC 2530 3.00; one of AK/AS/SC/PSYC 2021 3.00,
AK/AS/SC/PSYC 2020 6.00, AK/PSYC 2510 3.00.; one of AK/AS/SC/PSYC 2210 3.00,
AK/AS/SC/PSYC 2230 3.00, AK/AS/SC/PSYC 2240 3.00, AK/AS/SC/PSYC 3170 3.00, AK/PSYC 3145
3.00, AK/PSYC 3150 3.00, AK/PSYC 3155 3.00, AS/SC/PSYC 3440 3.00

Last date to drop courses without receiving a grade: July 19, 2013

TIME: Tuesdays and Thursday: 7:00pm-10:00pm
ROOM: FC 103
COURSE DIRECTOR: Gerry Goldberg, Ph.D., C. Psych.
OFFICE HOURS: before and after class as needed
OFFICE: 277 BSB
EMAIL: gegold@yorku.ca
SECRETARY: Zehra Bandhu office is 284 BSB, Email: zehra@yorku.ca
Phone: 416 736 2100 Ext 66232.

MOODLE: *Check Moodle regularly for updates, lecture outlines, grades, and much more!*

The course will examine biological, psychological and social risk factors for **unipolar depression** and the interplay among these factors. This will be done from three perspectives. The first will be a broad or general perspective, followed by a focus on occupational/ workplace risk factors for depression. The third perspective will view potential risk factors specific to health care providers (e.g. physicians, nurses, psychologists, paramedics, pharmacists). For each perspective, students will find and examine biological, psychological and social factors that may moderate a specific risk factor they have selected.

Required reading:

There are no required readings but students will be expected to find current (within the last 5 years) peer reviewed scientific studies and materials pertaining to potential causes of depression for each of the three perspectives. (Resources will be made available to assist students in their search via the course Moodle site.)

Evaluation: See last page of outline re: **CRITERIA FOR EVALUATION**

Evaluation will be based upon three presentations, three written papers and class participation. There will be no tests or examinations.

- 20% Class participation including attendance and participation in class discussions
- 15% Project 1 (5% presentation 10% written paper)—general perspective
- 30% Project 2 (10% presentation 20% written paper)—focus on occupations/workplace
- 30% Project 3 (10% presentation 20% written paper)—focus on health care providers.

The remaining 5% will be applied to your highest graded paper.

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; 40-49=E; 0-39=F

Tentative Schedule:

1.	June 25	Lecture: Course overview. Introduction to depression
2.	June 27	Lecture: Depression in the workplace—sources of workplace stress Deadline for submission of risk factor for Project 1
3.	July 2	Lecture: Health care providers stress and depression.
4.	July 4	Project 1: Student presentations
5.	July 9	Project 1: Student presentations Project 1: Papers due
6.	July 11	Lecture: Health care providers stress and depression continued Deadline for submission of risk factor for Project 2
7.	July 16	Project 2: Student Presentations
8.	July 18	Project 2: Student presentations Deadline for submission of risk factor for Project 3
9.	July 23	Project 2: Student presentations Project 2: Paper due for previous class presentations
10.	July 25	Project 3: Student presentations Project 2: Paper due for previous class presentations
11.	July 30	Project 3: Student presentations Project 3: Paper due for previous class presentations
12.	Aug 1	Project 3: Student presentation Project 3: Paper due for <i>this</i> and previous class presentations

PROJECTS

There are three projects; each requires students to provide a presentation and a written paper. The projects become increasingly specific and as such, more challenging. Begin your research and development of all three projects early. Do not wait until completion of the first project to begin the second or third.

Topics/Potential Risk Factors

Materials will be provided at the beginning of the course to help students determine the topic/s they may wish to explore. Newspapers, textbooks, etc may be used to get the initial ideas but presentations/papers must be based on current peer review journal articles. It is acceptable, but not required, to select a single risk factor and focus on it for all three projects.

Note: “stress” or “occupational stress” is too broad a risk factor however one may select a specific stressor (e.g. poor nutrition, sleep deprivation, shiftwork, bullying at work, exposure to traumatic events, specific personality traits such as Type A behaviors, specific behavioral patterns such as anger) as a risk factor.

Note: For purposes of this course, *burnout and compassion fatigue* will be considered forms of depression and so cannot be considered a potential risk factor. Of course risk factors for burnout or compassion fatigue are acceptable.

Topic Selection Procedure and Order of Presentation for Projects

Project 1

Students are required to select and submit a topic to me by date indicated on chart. Failure to do this will detract from your class participation mark. All students should be prepared to present as per chart. Order of presentations will be determined at the second class and posted on line. Risk factors should be specific and clear and be either a potential biological, psychological and/or social factor.

Project 2

Students are required to select and submit a topic to me by date indicated on chart. Again, failure to do this will detract from your class participation mark. Email the topic in a single written sentence. The order of presentations will be posted but remember some students may be absent for their presentation. **You may be required to present earlier than expected.**

Project 3

This will be handled similarly to project 2. Students are required to select a topic by date indicated on chart. Again, the order of presentations will be posted but remember some students may be absent for their presentation. **You may be required to present earlier than expected.**

PROJECT PRESENTATIONS:

The order of presentations will be posted BUT, note that you must be ready to present when called upon. Don't count on all students remaining in the course or being present when they are supposed to present. Also, while some students may volunteer to present early for the 1st and 2nd project presentation, they tend not to volunteer for the 3rd presentation.

Project 1

Students will select one specific biological, psychological or social factor suspected of causing unipolar depression and find current literature examining this potential cause from the biopsychosocial perspective. **You might examine if the risk factor you have selected has a biological, psychological, and/or social aspect to it. You will examine how other biological, psychological and social factors interact or modify the impact of the potential risk factor you have selected.** (Note: You must make sure that discussion of each modifying factor is focused on how it **directly impacts the relationship between the risk factor selected and depression.** In particular, you may not present "other stressors" as causing depression unless there is a clear focus on how such stressors influence the relationship between the risk factor you selected and depression.

You may begin your paper and presentation with material from current textbooks but it is expected you will demonstrate an ability to find very current experimental findings from peer reviewed journals to update this information. **It is expected that you will find sufficient research to describe a biopsychosocial perspective. It is also expected that you will not just provide an annotated bibliography (i.e. provide a review of one article after another) but integrate the information from the literature in providing the biopsychosocial perspective.**

The goal of this project is for students to demonstrate the ability to:

- (1) find and use appropriate current **peer reviewed research** in support of current review material pertaining to a potential risk factor for depression either a biological, psychological or social factor (*Note: You need sufficient research to be able to describe a biopsychosocial perspective. In other words does the risk factor have biological, psychological and/or social aspects, is it's relationship to depression moderated by other biological, psychological, and social factors, and is the relationship between your risk factor bidirectional*);
- (2) provide an oral presentation that demonstrates critical thinking in a manner that stimulates interest and discussion; and,
- (3) prepare a written paper in **APA style**.

Oral Presentation (5%) – approximately 5 minutes*

- Select a specific risk factor for unipolar depression that is biological, psychological or social.
- Review the nature of the relationship between the risk factor and depression. (As above, *does the risk factor have biological, psychological and/or social aspects, is its relationship to depression moderated by other biological, psychological, and social factors, and is the relationship between your risk factor bidirectional*)?
- Engage the class with an oral presentation that is memorable; not merely a written presentation which is read. A component of your grade will be based on your ability to stimulate curiosity and class discussion. You may have as many written notes as you wish but do not overwhelm others with information. **Do not read your presentation from your notes or PowerPoint presentation. When you do this you will likely provide too much information too quickly without eye contact or engaging the audience.**

The actual time allotted to your presentation will be determined by class size. You should be prepared to provide a presentation that is approximately 5 minutes and lead a brief class discussion on the topic. (If the class is large, the class discussion will be brief). Be prepared to **pose discussion questions to the class to stimulate discussion following your presentation.** Make sure your discussion question is related to your risk factor and hopefully, the biopsychosocial focus of this course. Good questions which link to course objectives will earn you a better grade.

Written Paper: Students will submit in APA style a three page (typed double spaced) paper followed by a reference section. This will be a formal presentation of the information offered in the oral. See chart for due dates.

Project 2

Start the project as soon as possible and *before* you have completed Project 1. The oral presentation will be similar to Project 1 **except you should prepare a presentation approximately 15 minutes including class discussion (actual time determined by class size)**

Project 2 will focus on **occupational/workplace** risk factors (e.g. work/family life balance, job insecurity, responsibility for others, irregular work hours, sexual harassment, bullying). Again students will be evaluated on both the depth of their discussion and their ability to present in a manner that stimulates discussion and debate.

This written paper should be in APA style and up to 5 pages double spaced, followed by a reference section. **Paper is due one week following your presentation** (.5 marks late penalty per day). This paper will build upon the original presentation and input from fellow students.

Project 3

Start the project as soon as possible and before you have completed Project 1 or 2. This will be similar to Project 2. **Again, the oral presentation will be approximately 15 minutes including class discussion (actual time determined by class size).**

In Project 3 students will select a **specific health care profession** (e.g. physician, nurse, paramedic, dentist, or pharmacist) and focus on an occupational/workplace risk factor associated with being or becoming that specific health care provider (e.g. work/family life balance, job insecurity, responsibility for others, irregular work hours).

Again students will be evaluated on the depth of their discussion and their ability to present in a manner that stimulates discussion and debate. Assume you will have about 15-20 minutes for presentation and discussion but this will depend on the number of students registered in the class.

The written paper should be in APA style and up to 5 pages double spaced and followed by a reference section. **Paper is due the class following your presentation except the presenters on the last day of classes will submit their paper the day of their presentation.** (.5 marks late penalty per day) This paper will build upon the original presentation and input from fellow students.

If AV equipment is needed, it is your responsibility to arrange for it one week in advance. Generally the classrooms have all the AV you will need.

MISSED PRESENTATIONS:

Students are expected to complete each component of the course on time. Late papers will be assessed a late penalty of .5 marks per day. If you miss your scheduled presentation you must have a legitimate excuse (e.g. death in the family, severe illness, etc.). **Documentation** (i.e. an attending physician's statement, not a MD's note) will be required to be permitted to write an additional written paper on an assigned topic to make up for the missing grade.

CRITERIA FOR EVALUATION FOR ALL COMPONENTS OF THE COURSE

Class Participation

- participation in discussion and attendance
- having topics for projects submitted on time
- being ready to present when called upon

Oral Presentations:

- Was the information up to date and from peer reviewed journals?
- Was the presentation focused on a clearly defined risk factor?
- Was the presentation focused, organized, “in depth”, clear and engaging?
- Did the student keep to a minimum any reading from a paper or PowerPoint?
- Was an effort made to stimulate class discussion? (e.g. presented topical points, posed good questions?)
- Has the student keep within the allotted time (including discussion)?

Written Papers:

The written documents will be more formalized and detailed version of the oral presentation.

- **Does paper keep focused on the actual assignment as described in this outline?**
- Does the paper keep focused on a single risk factor especially when looking at how other possible risk factors may interact with it? (IMPORTANT: When “other factors” such as stressors or other risk factors are brought into discussion, this discussion must be related to the original risk factor selected.)
- Was there sufficient literature search to provide a biopsychosocial perspective?
- Does the paper present a current understanding of the issues presented?
- Does the paper present the integration of findings of various studies?
- Is the paper well organized, concise and clear, free from repetition?
- Is it free of unnecessary flowery prose?
- Is the paper in proper APA style?
- Is the paper of the prescribed length (i.e. within a page)?

SOME IMPORTANT DO's AND DON'Ts

The following is derived from feedback given to students in past sections of this course.

- Do keep introduction or definition of risk factor limited as you need focus on the relationship between the risk factor and depression
- Do make sure you discussion question(s) focus on your selected risk factor do your best to relate question to the biopsychosocial approach.
- Do speak clearly
- Do try to find creative ways to keep the attention of classmates
- Do speak up in class
- Don't dwell on the basics unless there is a specific or unique reason to discuss this in relation to your selected risk factor. It is assumed that the “basics” of the stress response were part of the perquisites for taking this course.
- Don't list a bunch of stressors that might be concurrent with a job unless you demonstrate their relationship to the risk factor. The less the direct relationship, the briefer should be the discussion of these other stressors.
- Don't read your presentation such that you provide too much information too quickly.
- Don't dwell on information about the prevalence of your selected risk factor (however, you need give some information about this.).
- Don't dwell on, methods of “dealing with” the problem of your selected risk factor as this is not part of the projected. However, you may briefly mention these.