

COURSE OUTLINE
Seminar in Health Psychology AS/PSYC 4190 3.00, SC/PSYC 4190 3.00,
HH/PSYC 4190 3.00
York University
S2 2011

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 15, 2011

TIME: Monday and Wednesday: 7:00pm-10:00pm
ROOM: CB 120
COURSE DIRECTOR: Gerry Goldberg, Ph.D., C. Psych.
OFFICE HOURS: before and after class as needed
OFFICE: 277 BSB
E-MAIL: gegold@yorku.ca
SECRETARY: Agnes Levstik (email: alevstik@yorku.ca)
Office: BSB 281 Tel: 416 736-5125
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, veterinarians). 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. (A number of resources will be made available to assist students in their search including some articles placed on reserve under this course.)

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.	Jun 20	Lecture: Course overview. Introduction to depression
2.	Jun 22	Lecture: Depression in the workplace—sources of workplace stress Deadline for submission of risk factor for Project 1
3.	Jun 27	Lecture: Health care provider's stress and depression
4.	Jun 29	Project 1: Student presentations
5.	Jul 4	Project 1: Student presentations Project 1: Papers due
6.	Jul 6	Lecture: Health care provider's stress and depression continued. Deadline for submission of risk factor for Project 2
7.	Jul 11	Project 2: Student presentations
8.	Jul 13	Project 2: Student presentations Project 2: Paper due for previous class presentations
9.	Jul 18	Project 2: Student presentations Project 2: Paper due for previous class presentations Deadline for submission of risk factor for Project 3
10.	Jul 20	Project 3: Student presentations
11.	Jul 25	Project 3: Student presentations Project 3: Paper due for previous class presentations
12.	Jul 27	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 more challenging. Begin your research and development of all projects early. Do not wait until completion of the first project to begin the second or third.

The goal of the projects is for students to demonstrate the ability to:

- (1) find and use appropriate current **peer reviewed research**;
- (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**. (No abstracts required given the brevity of the papers.)

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 reviewed 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 perfectionism, Type A behaviors or specific behavioral patterns such as anger) as a risk factor. **Note:** Burnout and compassion fatigue will be considered forms of depression and cannot be considered a potential risk factor. Risk factors for burnout and compassion fatigue are acceptable.

Project 1

Students are required to select and submit a topic to me via email by June 22. Failure to do this will detract from your class participation mark. All students should be prepared to present June 29. The order of presentations will be determined at the second class and posted on line.

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. **Consider if the selected risk factor has one or more components (i.e. bio, psycho and/or social). Examine how other biological, psychological and social factors interact or modify the impact of the potential risk factor you have selected.** (Note: Make sure the discussion of each modifying factor is focused on how it **directly impacts the relationship between the risk factor selected and depression.** Do 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. Do not provide an annotated bibliography (i.e. a review of one article after another) but integrate the information from the literature in providing the biopsychosocial perspective.**

Oral Presentation (5%)

- Review the nature of the relationship between the risk factor and depression including whether the relationship is 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 time allotted to your presentation will be determined by class size. Be prepared to provide a presentation that is approximately 5 minutes and lead a brief class discussion on the topic. You may need to pose discussion questions to the class to stimulate discussion. Make sure your discussion question is related to your risk factor and the biopsychosocial focus of this course.

Written Paper: Due July 4. 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 presentation. (No abstract required.)

Project 2

Students are required to select and submit a topic to me via email by July 6th. 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.**

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). Students will be evaluated on 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

This will be handled similarly to project 2. Students are required to select a topic by July 18. 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.**

Begin the project before you have completed Project 1 or 2. The oral presentation will be approximately 15 minutes including class discussion (time determined by class size).

Students will select a **specific health care profession** (e.g. physician, nurse, paramedic, psychologist, dentist, pharmacist, veterinarian, etc.) 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 one week following your presentation** (.5% late penalty per day). This paper will build upon the original presentation and input from fellow students.

PROJECT PRESENTATIONS:

The order of presentations will be posted BUT you must be ready to present when called upon. Do not 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 presentations, they tend not to volunteer for the 3rd presentation.

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 course component on time. Late papers will be assessed a late penalty of ½ mark 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 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?)
- Was the presentation kept within the allotted time (including discussion)?

Written Papers:

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

- Was there sufficient literature search to provide a biopsychosocial perspective?
- Is the paper well organized, concise and clear?
- Does the paper present a current understanding of the issues presented?
- 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)?

ADDITIONAL DO’S AND DON’Ts

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

- Do keep general introduction or definition of risk factor limited as you need focus on the relationship between the risk factor and depression
- Make sure your discussion question(s) focus on your selected risk factor. Do your best to relate your question to the biopsychosocial approach.
- Speak clearly
- Find creative ways to keep the attention of classmates
- Speak up in class
- Don’t dwell on the basics of the stress response unless there is a specific or unique reason to discuss this in relation to your selected risk factor. The basics of the stress response were part of the prerequisites for taking this course.
- Don’t list stressors that might be concurrent with a job unless you demonstrate their relationship to the risk factor. The less direct the relationship, the briefer the discussion.
- Don’t dwell on information about the prevalence of your selected risk factor.
- Don’t dwell on methods of “dealing with” the problem of your selected risk factor as this is not part of the projected.