



PS343 PSYCHOLOGY, HEALTH AND WELL-BEING: MOVING BEYOND JUST TREATING MENTAL DISORDERS
IES Abroad Salamanca

DESCRIPTION:

The aim of this course is to provide a comprehensive view of the biopsychosocial framework of human well-being and health and its implications. We will cover evidence supporting the role of psychosocial determinants of health, and chronic stress as the underlying mechanism. In class presentations are designed to enhance critical thinking and awareness of key topics such as placebo effect, type A personality, social support, and socioeconomic status.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

INSTRUCTOR: Clara J. Fernández Álvarez, PhD

OFFICE HOURS:: Monday 12pm-1pm (online), Thursdays 7:00 pm to 7:30pm (in-person upon previous request).

PREREQUISITES: none

METHOD OF PRESENTATION:

A combination of the following methods will be used during classes: Lectures and discussion in seminar format. Most of the materials used in class, as well as any other relevant materials, will be available for students on the IES Abroad Salamanca Moodle platform (<https://moodle.iesabroad.org/login/index.php>).

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation - 10%
- Midterm Exam - 20%
- Final Exam - 20%
- Research Paper - 15%
- Oral presentation - 5%
- Journal -20%
- Course-Related Activities: brief video summarizing the course-related trip -10%

Course Participation

Attendance and active participation in class are expected. Sessions are scheduled from 15:30 to 17:15 on Mondays and Wednesdays.

Midterm Exam

Essay on one question related to the contents of the class (students will choose between 3).

Final Exam

Essay on one question related to the contents of the class (students will choose between 3).

Research Paper

Literature review of a course-related topic of preference for the student and approved by the professor. It must be written in APA style (7th edition) and submitted online with 2.500-3.000 words length (10 pages approximately).

Oral Presentation

A power-point/keynote presentation of the research paper is required, including the following sections: title, background, aim, methods, results/conclusions (with critical evaluation of presented work), and references.

Journal

Biweekly personal reflection about the course content and activities.

Course-Related Trips & Activities:

1. A guided visit to InFoAutismo at the University of Salamanca (the Faculty of Education)- an autism spectrum disorders (ASDs) multidisciplinary diagnosis and research center. The aim of this trip is to learn about the comprehensive autism diagnosis protocol. You will be explained by a professional what tools are typically used in the process of diagnosis for each adult and child users. You will also be able to visit the cutting-edge functional Near Infrared Spectroscopy (fNIRS) laboratory. A key aspect of the trip is to reinforce the importance of the link between research and applied/clinical psychology. Week 7, October 20th
2. Autism Diagnostic Process Lecture - InFoAutismo (lecture delivered at InFoAutismo). This presentation will follow-up the lab visit where a professional will explain the different challenges that they face during the diagnostic process (e.g., comorbidity of autism with mental health disorders, diagnosis-related stereotypes and stigmas and their impact on individuals' mental health). Week 7, October 22nd

After the trip and guest lecture, you will be asked to record a video with a PowerPoint presentation (duration: 3 min max.) including:

- a) An outline of the steps in autism diagnosis (in adult OR child).
- b) A brief explanation of tools that are used in the diagnostic process.
- c) An outline of at least one challenge that professionals face when diagnosing individuals with ASD.
- d) State the importance of research in applied/clinical psychology.

3. UNiDIVERSITAS Language Exchange at IES. Week 8, October 29th.

Students will meet for an activity called "Treat me as I deserve to be treated". This is a joint activity with students enrolled in a program called UNiDIVERSITAS at University of Salamanca, designed for people with intellectual disabilities.

Before the activity: students will reflect pragmatically on different situations where people with disabilities might experience settle discrimination or poor treatment.

During the activity: students will learn about different situations that people with disability face, for example, in the doctor's office.

After the activity: all students will participate in a debate where you will have to draw conclusions about good and bad practice when it comes to the treatment of patients with intellectual disability.

4. IES-UNiDIVERSITAS recreational workshop at the Faculty of Psychology (Friday, November 14th). Week 10, November 14th.

This is a mandatory morning session in which we will visit the Psychology Faculty to participate in an interactive recreational workshop alongside UNiDIVERSITAS students.

Pre-activity assignment: Before the session, students must do research about recreational/sports activities for individuals with intellectual and developmental disability (IDD). Students must choose at least two activities, explain their purpose and how they may differ or how they may have been adapted to make them more accessible for individuals with a disability.

Post-activity assignment: students will write a reflection about this direct contact experience, sharing their previous and current perceptions of individuals with IDD. The task will be submitted via Moodle.

Learning outcomes: Students will have a direct contact experience in a recreational setting that will allow them to compare their previous perceptions and expectations of interacting with individuals with IDD. This activity will also provide students the opportunity to learn firsthand about the issues individuals with an IDD confront while participating in recreational/sports activities.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Analyze the differences between the biomedical and biopsychosocial model of health.
- Understand the implications of the placebo effect and recent findings from the field of psychoneuroimmunology.
- Revisit the nature-nurture debate from an epigenetic perspective and its implications in health.
- Understand the basic principles underlying human mental health.
- Critically discuss the use of type A personality
- Analyze the nature and scale of stress and social determinants of health
- Understand the role of social support on health.

SUSTAINABLE DEVELOPMENT GOALS (SDGs) - “Salamanca Sensible”:

The aim of this course is directly related to Sustainable Development Goal 3 of the 2030 Agenda for Sustainable Development, this is, to “ensure healthy lives and promoting well-being for all at all ages”.

ATTENDANCE POLICY:

As a member of our academic community, students are expected to be present and on time to class every day. Attending class has an impact on learning and academic success. For this reason, attendance is required for all IES Abroad Salamanca classes, including course-related trips and activities. Each student will be allowed a certain number of unexcused absences for each course which will depend on the type of course (see chart below). For each unexcused absence beyond these there will be a reduction of one third of a letter grade in the final grade (i.e., A to an A-). Students who are late to class on a regular basis may also receive a reduction in their final grade. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled if the absence is excused by the academic staff. Absences will only be excused for documented medical issues, family emergencies, specific religious observances, or other extenuating circumstances. Students need to request approval for excused absences within ONE WEEK of the absence by sending all documentation to the Head of Faculty, Internship & Administration (mtabarez@iesabroad.org). No approvals will be granted after the one-week deadline.

IES Abroad Salamanca Course	Maximum Number of Unexcused Absences
Spanish Language – Orientation (15 hrs)	1 block
Spanish Language – Semester (60-90 hrs)	3
Area (45 hrs)	2
Workshops & Seminars (15-20 hrs)	1

COURSE CONTENT:

Week	Content	Assignments and Readings
Week 1 Mon 8 - Wed 10 Sept.	About Health Session 1: Local Holiday Session 2: Introduction to the course and the concept of health from the biomedical and biopsychosocial perspectives	▪ Havelka, <u>Biopsychosocial model- The integrated approach to health and disease</u>. pp. 303-310. ▪ Huber M, Knottnerus J A, Green L, Horst H v d, Jadad A R, Kromhout D et al. How should we define health? <i>BMJ</i> 2011; 343:d4163 doi:10.1136/bmj.d4163
Week 2 Mon 15 – Wed 17 Sept.	Session 3: The mind-body link: Psychoneuroimmunology and the placebo effect	▪ Atasoy Ö, Pekyürek M, Çini N, Erbaş E. <u>The placebo effect</u>. <i>D J Med Sci</i> 2020;6(3):124-128. ▪ Zacaharie, R. Health and Disability Psychoneuroimmunology: A bio-psycho-social approach to

		health and disease. Scandinavian Journal of Psychology, 2009, 50, pp. 645–651 Weinhold, 2006. <u>Epigenetics: The Science of Change</u>. pp. 160–167
	The role of genes and environment in health Session 4. Human social epigenetics	- Alameda L, Trotta G, Quigley H, Rodriguez V, Gadelrab R, Dwir D, Dempster E, Wong CCY, Forti MD (2022). Can epigenetics shine a light on the biological pathways underlying major mental disorders? Psychological Medicine 52, pp. 1645–1665. - Cole, 2013. <u>Social regulation of human gene expression: mechanisms and implications for public health</u>. pp. 103, 84–92. - Slavich GM, Cole SW. The Emerging Field of Human Social Genomics. Clin Psychol Sci. 2013 Jul;1(3): pp. 331-348. Weekly Journal: 1
Week 3 Mon 22 – Wed 24 Sept.	Health-risk and health-protective behaviors Session 5. Health-risk behaviors	- Danaei et al., 2009 <u>The Preventable Causes of Death in the United States: Comparative Risk Assessment of Dietary, Lifestyle, and Metabolic Risk Factors</u>. pp. 58-81. - Mokdad AH, Marks JS, Stroup DF, Gerberding JL. Actual causes of death in the United States, 2000. JAMA. 2004 Mar 10;291(10):1238-45. - Yang Q, Zhang Z, Gregg EW, Flanders WD, Merritt R, Hu FB. Added sugar intake and cardiovascular diseases mortality among US adults. JAMA Intern Med. 2014 Apr;174(4):516-24.
	Session 6. Health-protective behaviors	- Spring at al, 2012 <u>Multiple health behaviors: overview and implications</u>. pp.3-10 - Short SE, Mollborn S. Social Determinants and Health Behaviors: Conceptual Frames and Empirical Advances. Curr Opin Psychol. 2015 Oct;5:78-84. Weekly journal 2
Week 4 Mon 29 Sept. – Wed 1 Oct.	Basic Principles in mental health Session 7. From a DSM governed protocol for syndrome approach to process-based interventions.	- Dalgleish et al. 2020. <u>Transdiagnostic approaches to mental health problems: Current status and future directions</u>. Pp. 179–195. - Colizzi, M., Lasalvia, A. & Ruggeri, M. Prevention and early intervention in youth mental health: is it time for a multidisciplinary and trans-diagnostic model for care?. <i>Int J Ment Health Syst</i> 14, 23 (2020).
	Session 8. Psychological (in)flexibility and health: experiential avoidance and valued based behavior	- Chawla & Ostafin. 2009 <u>Experiential avoidance as a functional dimensional approach to psychopathology: an empirical review</u>. pp. 871– 890. - Kashdan. 2020. <u>Psychological Flexibility as a Fundamental Aspect of Health</u>. pp. 865–878. Weekly journal 3

		▪ Literature review topic submission
Week 5 Mon 6 – Wed 8 Oct.	Stress, work, and health Session 9. The stress response	▪ Sapolsky, 2000. <u>Stress hormones: good and bad</u>. pp. 540-542. ▪ Godoy LD, Rossignoli MT, Delfino-Pereira P, Garcia-Cairasco N, de Lima Umeoka EH. A Comprehensive Overview on Stress Neurobiology: Basic Concepts and Clinical Implications. Front Behav Neurosci. 2018 Jul 3;12:127.
	Session 10. Stress, work and health	▪ Ferrie et al., 2001. <u>Employment status and health after privatization in white collar civil servants: prospective cohort study</u>. pp. 647– 651. ▪ Weekly journal 4
Week 6 Mon 13 – Wed 15 Oct.	Session 11. Bank Holiday	▪ No class session
	Session 12. <u>Mid-term exam</u>	▪ In-class mid-term exam
Week 7 Mon 20 -Wed 22 Oct.	Session 13. Course-Related Activity: Visit to InFoAutismo Lab.	▪ We will visit the InfoAutismo lab, a unit specialized in the detection and diagnosis of autism and other neurodevelopmental disorders.
	Session 14. Course-Related Activity: Lecture at InFoAutismo (delivered at InFoAutismo).	▪ Class will meet at the Lab
Week 8 Mon 27 – Wed 29 Oct.	Stress moderators Session 15. Stress prone Type A personality	▪ Friedman, 1977 <u>Type A behavior pattern. Some of its pathophysiological components</u>. pp. 593-604. ▪ Petticrew et al., 2018. ▪ Weekly journal 5
	Session 16. Course-Related Activity: UNIDIVERSITAS Language Exchange	▪ Interactive in-class activity with UNIDIVERSITAS students at IES. This session will be conducted in Spanish. ▪ Deadline for submitting Research paper (October 30th)
Week 9 Mon 3 – Wed 5 Nov.	Social determinants of health Session 17. Social support	▪ Marmot, 2006. <u>Status Syndrome A Challenge to Medicine</u>. pp. 1304-1307. ▪ Mackenbach, 2002. <u>Mind the gap - hierarchies, health, and human evolution</u>. pp. 684.
	Session 18. Social inequalities and health inequalities. The case of US and Spain	▪ Córdoba-Doña et al., 2014. <u>Economic crisis and suicidal behaviour: the role of unemployment, sex and age in Andalusia, Southern Spain</u>. pp. 55-73. ▪ Weekly journal 6

Week 10 Mon 10 – Wed 12 Nov.	Health promotion Session 19. Individual vs Social Approach. From Changing Bad Habits to Fairer Societies	- Levesque et al., 2006. <u>Stage of Change for Making an Informed Decision about Medicare Health Plans</u>. pp. 1372–1391. - Wakwfield et al., 2010, <u>use of mass media campaigns to change health behaviour</u>. pp. 1261–1271.
	Session 20. Nature vs Nurture debate	Nature vs Nurture debate. Class will be divided into two groups: one will defend the position of "Nature" and the other the position of "Nurture". Pre-workshop assignment: look for arguments and examples supported by scientific research to defend your position. <i>Submission will be opened on Moodle on Monday, November 10th.</i> Weekly journal 7
Fri 14 Nov.	Course-Related Activity: UNIDIVERSITAS Recreational Workshop	This will be a morning session in which we will visit the Psychology Faculty to participate in an interactive recreational workshop alongside UNIDIVERSITAS students.
Week 11 Mon 17 – Wed 19 Nov.	Session 21. Documentary “Three identical strangers” Session 22. Documentary seminar	- Watch in class the documentary: “Three identical strangers”. Assignment: Once we 've watched the documentary and analyzed it through the lens of the lectures and bibliography we've studied, write a brief reflection relating the content of the documentary with the concepts of "Nature vs Nurture" and "Epigenetics". (250.-300 words long). This will be followed by an in-class discussion of students' reflections in our next class session. Weekly journal 8
Week 12 Mon 24 – Wed 26 Nov.	Session 23. Research paper oral presentations (group 1) Session 24. Research paper oral presentations (group 2)	Research paper presentations
Week 13 Mon 1 – Wed 3 Dec.	Session 25. <u>Final exam</u>	In-class final exam

COURSE-RELATED TRIPS & ACTIVITIES:

- Course-Related Activity to InfoAutismo Lab at the Faculty of Education, University of Salamanca (USAL).
- Course-Related Activity: Lecture at InFoAutismo (delivered at InFoAutismo).
- Joint course-related language exchange activity with UNIDIVERSITAS students at IES.
- Course-Related Activity: UNIDIVERSITAS Recreational Workshop at Faculty of Psychology.

REQUIRED READINGS:

- Ader, R., Cohen, N., Felten, D. L. (1994). Psychoneuroimmunology: interactions between the nervous system and the immune system. *Lancet*, 345, pp. 99-103.
- Alameda L, Trotta G, Quigley H, Rodriguez V, Gadelrab R, Dwir D, Dempster E, Wong CCY, Forti MD (2022). Can epigenetics shine a light on the biological pathways underlying major mental disorders? *Psychological Medicine* 52, pp. 1645–1665.
- Chawla N, Ostafin BD. (2007). Experiential avoidance as a functional dimensional approach to psychopathology: an empirical review. *Journal of Clinical Psychology*, 63, pp. 871–890.
- Córdoba-Doña et al. (2014). Economic crisis and suicidal behaviour: the role of unemployment, sex and age in Andalusia, Southern Spain *International Journal for Equity in Health*, 13, pp. 55-73.
- Cole S. W. (2013). Social regulation of human gene expression: mechanisms and implications for public health. *American journal of public health*, 103, 84–92.
- Colizzi, M., Lasalvia, A. & Ruggeri, M. Prevention and early intervention in youth mental health: is it time for a multidisciplinary and trans-diagnostic model for care?. *Int J Ment Health Syst* **14**, 23 (2020).
- Danaei, G., Ding, E. L., Mozaffarian, D., Taylor, B., Rehm, J., Murray, C. J. L., & Ezzati, M. (2009). The Preventable Causes of Death in the United States: Comparative Risk Assessment of Dietary, Lifestyle, and Metabolic Risk Factors. *PLoS Medicine*, 6, pp. 58-81.
- Dalgleish, T., Black, M., Johnston, D., & Bevan, A. (2020). Transdiagnostic approaches to mental health problems: Current status and future directions. *Journal of consulting and clinical psychology*, 88(3), 179–195.
- Fiedman, M. (1977). Type A behavior pattern. Some of its pathophysiological components. *Bulletin of the New York Academy of Medicine*, 53, pp. 593-604.
- Havelka, M., Lucanin, J.D., Lucanin, D. (2009). Biopsychosocial model- The integrated approach to health and disease. *Collegium Antropolologicum*, 33, pp. 303-310.
- Kiecolt-Glaser, J., Malar, J., Chee, M., Newton, T., Cacioppo, J., Mao, H., Glaser, R. (1993). Negative behavior during marital conflict is associated with immunological down-regulation. *Psychosomatic Medicine*, 55, pp. 395-404.
- Kashdan, T. B. (2010). Psychological Flexibility as a Fundamental Aspect of Health. *Clinical Psychology Review*, 30, pp. 865–878.
- Levesque, D. A., Cummins, C. O., Prochaska, J. M., & Prochaska, J. O. (2006). Stage of Change for Making an Informed Decision about Medicare Health Plans. *Health Services Research*, 41, pp. 1372–1391.
- Marmot, M. (2006). Status Syndrome A Challenge to Medicine. *Journal of American Journal Association*, 295(11), pp. 1304-1307.
- Michie, S. & Abraham, C. (2004). Interventions to change health behaviours: evidence-based or evidence-inspired? *Psychology & Health*, 19, pp. 29-49
- Sapolsky, R.M. (2000). Stress hormones: good and bad. *Neurobiology of disease*, 7, 540-542.
- Slavich GM, Cole SW. The Emerging Field of Human Social Genomics. *Clin Psychol Sci*. 2013 Jul;1(3): pp: 331-348.
- Spring, B., Moller, A.C., Coons, M.J. (2012). Multiple health behaviors: overview and implications. *Public Health*, 34, 3-10.
- Wakwfield, M.A., et al. (2010). Use of mass media campaigns to change health behaviour. *Lancet*, 376, pp. 1261–1271.
- Weinhold, B. (2006). Epigenetics: The Science of Change. *Environmental Health Perspectives*, 114, pp. 160–167.

RECOMMENDED READINGS:

- Ader, R., Felten, D. L., & Cohen, N. (2001). *Psychoneuroimmunology*, (3rd edition). San Diego: Academic Press.
- Apicella, C.L., Marlowe, F.W., Fowler, J.H., and Christakis, N.A. (2012). Social Networks and Cooperation in Hunter Gatherers. *Nature*, 481, pp. 497-501.
- Biglan, A., (2015). *The Nurture Effect: How the Science of Human Behavior Can Improve Our Lives & Our World*. Oakland, CA: New Harbinger Publications.
- Dawes, C. T., Fowler, J. H., Johnson, T., McElreath, R. & Smirnov, O. (2007). Egalitarian motives in humans. *Nature*, 446, pp. 794–796.

- Frankl, V. (1985). *Mans Search for Meaning*. New York: Basic Books.
- Karasek, R.A., and Theorell, T. (1990). *Healthy Work: stress, productivity and the reconstruction of working life*. New York: Basic.
- Lovallo, W. R. (2005). *Stress & Health. Biological and Psychological Interactions*. London: Sage Publications Ltd.
- Morrison, V. & Bennett, P. (2012). *An Introduction to Health Psychology* (3rd edition). London, UK: Prentice Hall.
- Prochaska, J.O., Norcross, J.C., Diclemente, C.C. (2007). *Changing for good. A revolutionary six stages program for overcoming bad habits and moving your life positively forward*.
- Rollnick, S. Miller, W.R., Butler, C.C. (2008). *Motivational interviewing in health care: Helping patients change behavior*. Guilford Press: New York.
- Sapolsky, Robert M. (1994). *Why Zebras Don't Get Ulcers*. New York: W.H. Freeman & Co.

INSTRUCTOR BIOGRAPHY:

Prof. Clara J. Fernández Álvarez graduated from Columbia University in the City of New York with a doble major in Psychology and Hispanic Studies. She has a master's degree in Neuropsychology and a PhD in Psychology from the University of Salamanca. She is fluent in several languages, including Spanish and French. She has demonstrated experience in teaching and research in developmental and clinical psychology with an expertise in Neurodevelopmental Disorders. Her professional training includes a Research Associate position at NYU Langone Medical Center, a Guest Lecturer-Consultant position at ISFODOSU, volunteering positions at the New York State Psychiatry Institute and at Quality Services for the Autism Community (QSAC), and a visiting scholar position at ECHO Autism Communities at the Child Health Department, University of Missouri School of Medicine, a leading research institute in Missouri, United States. She is currently on a postdoctoral research position investigating the use of integrated body registration technologies for remote monitoring of premature infants at risk of neurodevelopmental disorder. She is a member of the Personality, Assessment, and Psychological Treatment Department at Universidad de Salamanca where she has been teaching undergraduate and graduate courses in Childhood Psychological Disorders and Disability Psychology.