

Ψ381 HEALTH PSYCHOLOGY: THEORY & PRACTICE
DALE G. LARSON, PH.D.
Fall 2020

HEALTH GOAL



Class Meets Mondays, 5:30-8:30

Office Hours by Appt: Mondays 1:30-4:30

Phone: 408.554.4320 Cell: 408.806.4743 Email: dlarson@scu.edu

Join Zoom Classroom for CPSY381

<https://scu.zoom.us/j/97511259802?pwd=MlhCQkZrbGtLN0Zuek93MzZPL3l1dz09>

Meeting ID: 975 1125 9802

Password: gh455

Join by phone:

+1 (669) 900-6833

Meeting ID: 975 1125 9802

One tap mobile

+16699006833,,97511259802#

Join Zoom Office Hours (Schedule in advance)

<https://scu.zoom.us/j/289539062?pwd=VTBBSGpiQjRzUzNXSXo4L205ZXVBQT09>

Meeting ID: 289 539 062

Password: gh455

Join by phone:

+1 (669) 900-6833

Meeting ID: 289 539 062

One tap mobile

+16699006833,,289539062#

TOPICS

Introduction to health psychology theory, research, and practice, with a special focus on health promotion and health behavior change. Topics include: models of health and illness; biopsychosocial factors in illness; personality, health, and coping (with special attention to optimism, control, self-concealment, and self-efficacy); social support and health; health assessment; models and strategies for health behavior change, including extensive exposure to Prochaska's stage model (TTM) and motivational interviewing (MI); issues and interventions with specific health behaviors, and health promotion in the workplace and other settings.

OBJECTIVES

- Exposure to health psychology theory, research, and practice related to promotive health practices
- Understand the health belief and stages of change models, and principles and techniques of motivational interviewing
- Explore how different personality and coping styles affect health
- Explore strategies and instruments for assessing relevant psychological variables
- Apply theory and skills from class in personal health behavior change project

CLASSROOM ETIQUETTE

Classroom etiquette is particularly challenging in this online format. My hope is that we simulate how we would act in a physical classroom and not be doing anything not class-related with electronic devices (e.g., laptop, tablet, phone, etc) while the class is in session. I know that working from home or somewhere outside school, maybe with others needing you, will be difficult. The online format will require us all to give even more attention to the moment and to each other so that we can overcome physical separation. Thanks for doing the best you can to give focused attention for the entirety of the class and to be an active participant in it. This is a great opportunity to practice establishing and maintaining a professional online presence. Please keep your video on at all times and be prepared to interact, unless you are forced to leave the room momentarily (e.g., a bathroom break). We will try to simulate an in-person classroom experience as much as possible. If an emergency arises, please let me know via a private chat or text me at 408.806.4743.

TEXTS

Karren, K. J., Smith, N. L., & Gordon, K. J. (2014). *Mind/body health: The effects of attitudes, emotions, and relationships*. (5th ed.). San Francisco, CA: Benjamin Cummings.

Prochaska, J., & Prochaska, J. M. (2016). *Changing to thrive*. Center City, MN: Hazelden.

Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Helping people change*

(3rd ed.). Guilford Press: New York, NY.

SCHEDULE

Week 1: 9/21	Week 6: 10/26
Week 2: 9/28	Week 7: 11/2
Week 3: 10/5	Week 8: 11/9
Week 4: 10/12	Week 9: 11/16
Week 5: 10/19	Week 10: 11/30 Symposium and Final Papers Due

REQUIREMENTS

Course requirements include class attendance and participation, completion of two written assignments, and a classroom presentation.

GRADING

Participation and attendance: Participation is reflected in active engagement in class, and being prepared to discuss the readings and assignments. The online modality requires extra effort to be present, prepared, and engaged moment to moment. I know that zoom fatigue is a real phenomenon, so save zoom energy for class and let's work to overcome the challenges to communication this medium presents. If you need to miss class, please let me know in advance so I am aware you will not be present and we can review materials that will be missed if you wish to do that. More than one absence will result in losing all class participation points. **10 points.**

Assignment #1, One-page reaction paper to Introduction to *Structured Relapse Prevention* video. **10 points** based on accuracy and quality of responses to video. This can be turned in any time during the class but must be submitted through Camino Assignments by the final day of class.

Assignment #2: Final Paper: Points awarded for organization (10 points possible), clarity (20 points possible), interpretation of literature being reviewed (35 points possible), and use of APA style for references and in-text citations (5 points possible). **70 points.**

Symposium Presentation: Presentation not graded, but no points given if presentation is not made. **10 points.**

Course grade by points: (A: 94-100) (A-: 90-93) (B+: 87-89) (B: 84-86) (B-: 80-83) (C+: 77-79) (C: 74-76) (C-: 70-73)

HEALTH BEHAVIOR CHANGE PROJECTS AND WORK WITH THE STANFORD BeWell PROGRAM

We will be working with materials from the Stanford BeWell Program (<http://hip.stanford.edu>) as we explore health assessment and health promotion issues and interventions. We are indebted to Dr. Wes Alles and Dr. Deborah Balfanz for their support. We will complete assessment instruments they have developed and will review these in class. In the second half of the quarter, Dr. Balfanz and/or Dr. Alles will join us in class, and bring health promotion theory and practice together while presenting exciting real-world health psychology applications at HIP and beyond. During the quarter we will work in pairs working together monitoring and our modifying personal health behaviors.

CLASS SCHEDULE AND ASSIGNMENTS

Week #1 *INTRODUCTION TO THE COURSE AND THE TOPIC*

Topics: Shift from a biomedical to a biopsychosocial model; the emergence of health psychology; factors contributing to health and illness; personal, educational, and professional health psychology experiences

Week #2 *MIND/BODY HEALTH*

Topics: Psychoneuroimmunology: stress; personality, emotions, and health

Assignments for Today

Read: *Mind/Body Health: Chs. 1, 2, 3, 7, 8, 9*
Camino: DeSteno

View: [Moyers: Healing and the Mind](#) password = empathy for all Vidyard videos

Prepare: **1)** Review the Stanford Health & Lifestyle Assessment instrument (SHALA) posted on Camino in the Week 2 Module very carefully, providing answers to all the questions. You could also print out the SHALA and actually write out your responses. Either way, then actually complete the Personalized Wellness Plan, also on Camino. You won't have the computerized feedback from your SHALA, but you can get the overall sense for what your responses indicate and then mesh that with the Personalized Wellness Plan. We will go over these in class. **2)** Based on your SHALA and Personal Wellness Plan, identify **one specific health behavior** you would personally most like to change and possibly most benefit from changing (e.g., weight management; diet; dental hygiene; exercise; addictive behaviors such as smoking, alcohol consumption, gambling; disease prevention (e.g., sunscreen use, breast and testicular self-examination), and emotion regulation and stress management strategies (e.g., meditation, assertiveness, cognitive reappraisal, relational intimacy).

Week #3 PERSONALITY, COPING, HEALTH & HEALTH DISPARITIES

Topics: Self-efficacy (Bandura), learned optimism (Seligman), sense of coherence (Antonovsky), stress hardiness (Kobasa), and locus of control (Wallston), mechanisms of action, mediators and moderators for health effects

Assignments for Today

Read: *Mind/Body Health: Chs. 4, 5, 6*

Camino: Martyr; Volpe; Bell

Prepare: Complete the following research measures from the Assessment Packet, which is in the Week 3 Camino Module: Self-efficacy questionnaires; Sense of Coherence Questionnaire; Multidimensional Health Locus of Control Questionnaire; Life Orientation Test (optimism); Health values questionnaire; Attributional Style Questionnaire (ASQ)—and have them to review during class.

Suggestions for Enhanced Learning (not required):

- Reflect on how the dimension of self-efficacy affects your health behaviors and your coping in general. Think about times you were ill and note how your stress levels and your coping were mediated by this personality dimension.
- Reflect on the possible pathways and mechanisms of action (MOAs) for the health effects of the variables discussed in class. How might they directly or indirectly affect health and health behaviors, and mediate the health effects of stress?

Week #4 SOCIAL SUPPORT, SELF-CONCEALMENT, CULTURE, THE COVID-19 PANDEMIC AND HEALTH

Special Guest: Dr. Keith Karren, author of *Mind Body Health* will be joining us.

Topics: Social support: Effects on coping and health; self-concealment and health; culture and health-related behavior

Assignments for Today

Read: *Mind/Body Health: Chs. 11, 12, 13*

Camino: Larson et. al. (2015); Rosal & Bodenlos; O'Connor

Complete: SCS, Marlowe-Crowne, and Social Support Questionnaire (SSQ) from the Assessment Packet in the Week 4 Camino Module and have them accessible during class (you will not be asked to reveal your SCS ratings).

**Week #5 *THEORIES OF HEALTH BEHAVIOR AND HEALTH
BEHAVIOR CHANGE***

Topics: Transtheoretical Model, Health Belief Model

Special Guest: Dr. Wes Alles, former Director of Stanford Health Improvement Program, will join us.

Assignments for Today

Read: *Changing to Thrive* (You can read it quickly. It is a popular book that can help you apply this model with clients.)

Camino: Clark & Houle (2009)—need only read pages 19-23 on the health belief model ;

Goal Attainment Scaling materials (take a peek to get a better understanding of the GAS method)

Suggestions for Enhanced Learning (not required):

- Diagram your beliefs concerning your Personal Health Behavior (the health behavior you chose to focus on during this class) and changes in it using the Health Belief Model. Does this model enhance your understanding of why you have or have not been successful changing this health behavior in the past or in the present?
- Pick this or another health behavior that you would like to change and identify your current *stage of change*. Use Prochaska's model to analyze your previous efforts to change this behavior and your experiences with this health behavior to illustrate aspects of Prochaska's model. Where does your experience fit the model and where does it not? What kinds of interventions are most appropriate now, given your current stage of change?
- Reflect on whether it is valid to consider the transtheoretical model's stages of change as formal stages. What are the dangers of not qualifying our understanding of them as stages?

Week # 6 *INTRODUCING MOTIVATIONAL INTERVIEWING AND STEPS TO SUSTAINABLE BEHAVIOR CHANGE*

Special Guest: Dr. Debbie Balfanz of Stanford's Health Improvement Program

Assignments for Today

View: [MI 2013 What is MI?](#) and [MI 2013 How Does MI Work?](#)

Begin to think about and research your term paper and definitely begin reading *Motivational Interviewing* text.

Week 7 *CHANGING HEALTH BEHAVIORS: MOTIVATIONAL INTERVIEWING: Phase I*

Topics: Motivational interviewing—the model and the intervention; Eliciting change talk

Assignments for Today

Read: *Motivational Interviewing*, Chs. 1-7.

View: [MI Enhancing Intrinsic Motivation Part 1](#)
[MI Enhancing Intrinsic Motivation Part 2](#)

Week #8 *CHANGING HEALTH BEHAVIORS THROUGH MOTIVATIONAL INTERVIEWING (cont.)*

Topics: Strategies for handling resistance and ambivalence

Assignments for Today

Read: *Motivational Interviewing*, Chs. 8-18

Camino: Rosengren Handout

View: [MI 2013 Clinical Challenges in MI](#)
[MI Hettema Alcohol and Trauma Interview](#)

Week #9 *CHANGING HEALTH BEHAVIORS USING MI: Phase II—Action*

Special Guest: Dr. William Miller!

Topics: Principles and skills for intervention in the action phase.

Assignments for Today

Read: *Motivational Interviewing*, Chs. 19-26.

View: [*MI The Confirmed Smoker*](#)

Week #10 *HEALTH PROMOTION AND SOCIETY*

Assignments for Today

Present: Symposium Presentations

Submit: Assignment #1 if not submitted earlier

Submit: Assignment #2 (Term Paper)

DETAILS FOR ASSIGNMENTS—ALSO IN CAMINO MODULE AT TOP OF SITE

ASSIGNMENT #1: REACTION PAPER TO INTRODUCTION TO STRUCTURED RELAPSE PREVENTION VIDEO

Write a **one-page** double-spaced reaction paper to the video *Introduction to Structured Relapse Prevention (SRP)*, with Jason Dixon. You can view this film by going into the Counseling and Therapy in video database in our library system. Go to <https://www.scu.edu/library/>, then Databases, then type “C” in the search box and scroll down to *Counseling and Therapy in Video*. Search for the title or just for “relapse” when you get there and you will find the video. This video is really valuable because it integrates principles and techniques from the transtheoretical model, motivational interviewing, and Marlatt’s relapse prevention model. The focus of the video is on alcohol and other drug problems, but you will get great ideas and strategies for relapse prevention with other addictive behaviors as well. For your paper, try to distill the basic ideas you are taking away. What ideas and interventions seem most valuable to you as you think about addressing these issues with clients? I just want to know what you take away from this resource. **This assignment can be turned in at any point in the quarter.** I think you will get the most from the video after reading extensively on motivational interviewing, so probably wait until the second half of the class to view it. **Submit it in Camino Assignments and do not send it via email.**

ASSIGNMENT #2: TERM PAPER

Choosing a Topic

The final paper is an 8-12 page (maximum, including references) exploration of a topic that you find particularly compelling and that falls within the general rubric of health psychology. The range of topics covered in this class is enormous.

For your term paper review the topics covered in class and in any health psychology textbook and see which one has the most personal and professional interest value for you. You might begin with a general topic like weight management programs, social support, medical self-care, epigenetics, or unconventional therapies, and then begin narrowing the topic a bit to make it more manageable as a term-paper topic. Ideally, pick a topic or clinical/health issue that you might like to be involved in after you graduate. If you already have lots of experience in a certain area, it's OK to build on your knowledge and skills in this area, but be sure that you force yourself to expand and grow in the process of doing the paper, and do not use any sections of papers written for other courses in the program (that is self-plagiarization). Also, refine your focus enough so that you feel like your investigation of the topic gets you to the cutting-edge of work in that area. You may not be a recognized authority on this topic, but it is possible to get a good handle on the state of the art concerning research or clinical applications in any specific area, and that should be your goal for the paper.

Think of the paper as a mini-mini-literature review that might include 4-8 articles and maybe a book or chapter that directly address the topic, if they exist. It will be important for you to define your topic in such a way that you can in fact find some literature directly or indirectly focusing on it.

What I have seen repeatedly is that students approach this assignment with too much creativity. ☺ This is not about coming up with an original dissertation topic. In fact, you need to work in a somewhat reverse fashion: Think of a topic or general area that you have already encountered in the readings or in class or online that interests you and then go out into the literature and see what is there. Do not come up with an empirical hypothesis ("e.g., "How does X affect Y") and then try to find research looking at that. Instead, go to an identified topic of special interest for you and see what part of the literature (e.g., clinical approaches, theories of causation, etc) really grabs your attention, and then go deeper into that content area. Too often students formulate a hypothesis and then report "I can't find anything on my topic" and this is usually because nothing has yet been done on that precise issue. You might win a Nobel Prize later for your work on that

issue, but for now you just need to find an area of research and/or practice in health psychology that intrigues you and then to take a more in-depth look at it. Let me know if you are having problems and we can brainstorm the topic a bit together. I love that exploratory process. I am a Fellow in Division 38 (Health Psychology) but I am an expert in only a few areas and am in basically the same position you are when it comes to new topics. With all the library resources now available at our fingertips, research on topics can be done from your desk at home. The library will get PDFs for articles and chapters not in our databases, and you can still get books from other libraries and pick them up at the library (they bring them to you outside at the front entrance).

Structuring the Paper

Introduction: Describe your topic and try to locate it within the health psychology literature. Tell the reader what you are going to do in the paper.

Background: Describe any personal or professional experiences or interests that led you to explore this particular issue and share any thoughts you have about the significance of the topic in health psychology and psychology in general.

Main Body of the Paper: Given an overview of the topic, summarizing some of the key literature in a page or two, and then zero in on your particular topic and what you have learned about it. Summarize the theoretical and empirical work you have uncovered and try to make sense of it. It is OK, actually desirable, for you to share your struggles to put this all together in a coherent model or framework. The goal is for you to get out to the edge of research and theory on your topic, and from that vantage point it is inevitable that there are more questions than answers to be had.

Real-World Component: It is terrific (in terms of your professional growth), but **not required** (in terms of the grade for your paper), to include a real-world research component in which you explore this topic outside the walls of SCU. This real-world research could include an interview/discussion with a professional working on this topic in an applied or research setting. For example, for topics in the area of health promotion programs, you could interview someone involved as a manager or frontline counselor/educator in a health promotion program in a business setting, a school, or a healthcare organization. This could be a stop-smoking program, a weight loss program, eating disorder clinic, any behavior change program making extensive use of motivational interviewing, or a more comprehensive health promotion program like the HIP program at Stanford. You might also interview a client/consumer/patient of this program and discuss the impact of the program on his or her health behaviors. If feasible, observation of the program in action would be a great learning opportunity as well.

If your topic is more abstract, like social support for example, you could interview a researcher at SCU, U.C. Berkeley, U. C. S. F., SJSU, or Stanford who is working on, say, the health effects of social support. If the topic is eating disorders, you could interview someone involved in either treatment or research with eating disorders. If you have a real-world component to your paper, the section of the paper reporting it should be at

most two pages in length. The goal here is to learn more about what health psychology looks like in the real world and to see how your topic translates into real-world phenomena. This kind of networking can also lead you to meet people who might be interested in having you join them as an intern or as an employee (!). It will not affect your grade if you are unable to include this kind of real-world component.

Conclusion: Conclude the paper by summarizing your major points and discoveries. What was the most interesting thing you learned and what is its significance for health psychology, for humanity, and for you, if those kinds of implications leap out at you. A more modest summary is also fine.

Style: For this paper and all others you write at SCU, I suggest you read the *APA Publication Manual* (now 7th ed., but 6th ed. still fine). Your references at the end of your paper and your citations of references within the text of the paper must be in APA style. It is essential for you to learn this aspect of professional writing, and you will be relieved once you do because you will see that almost every possible question about how to format your paper is answered in a precise way in the *Manual*. The *Manual* also has many good ideas on how to make your writing more effective. Buy a copy of the *Manual* and read it at least once (get the 7th edition if you are buying now). You will return to it often throughout your career. Even with the *APA Manual* in hand, there are many complicated situations that are still confusing, so don't worry about perfection. However, here are common errors: a) listing complete first names of authors in citations or references, b) not italicizing book or journal titles, c) capitalizing all words in book and chapter titles, d) italicizing both volume and issue numbers for journal articles. If you make these errors you have not made a sufficient effort. If you are not clear on formatting, you can also look at one of my recent articles to see how to format articles, books, and chapters.

Also, do not cite a finding or claim by citing a secondary source. For example, you could cite the Karren text for many findings without referencing the research his conclusion is based on. If you are citing a research finding, always cite the original research study for that finding. Finally, with only a few exceptions, do not cite internet sites with no author listed. Have nearly all of your references be for journal articles, chapters, or books you locate through PsycInfo or PubMed through our library system.

Paper Topics from Previous Classes

Here are some paper titles from earlier classes to give you an idea of the range of topics that are fine for this assignment:

Weight loss: Factors leading to long-term success

Exercise and mental health

Does poverty harm health?

Religion, spirituality, and mental health

Endometriosis and infertility

Altruism and health

Weight management and health improvement

How social support and coping skills affect eating disorders
Pro-anorexia websites and health psychology
Infertility stress
Factors affecting successful smoking cessation
Hypnosis for health
Keep those you love close, but the scale closer: Social influences on unhealthy eating behavior
An overview of minority-related stress and health outcomes in gay and lesbian Individuals

I would like to recommend two local resources for health education as possible sources of information for your term paper, but also as resources for you when you are in clinical practice. The online Planetree Health Library at www.planetree-sv.org is an excellent resource. Even better, is the [Stanford Health Library](#), which can be reached at (650) 725-8400. The Stanford Health Library is a phenomenal resource for you and your clients. Up-to-date health information not generally available can be accessed through their website and through visiting the brick and mortar site.

SYMPOSIUM PRESENTATION

Give a 3-4 minute presentation of the learning you have gained from your work on your term paper. Some of the questions and conceptual issues you might bring into your presentation are:

- What was the key issue I explored in my paper?
- What did I learn that I think my fellow students would find most interesting and helpful to them as practicing clinical health therapists?
- Which concepts from class are most closely related to the research I conducted on this topic? (e.g., Prochaska's stage model, motivational interviewing, Seligman's model of learned optimism, locus of control, the Health Belief Model, self-concealment theory, etc.).
- If I had a real-world component, what was it and about that is most important for classmates to know about?

In the presentation itself, avoid reading from a paper. Keep it simple and just explain what you investigated and what you discovered, using a conversational manner. If you can answer the traditional "So what?" question—i.e., what is the significance or implications of what you learned?—along the way, all the better. If this topic becomes one that really feels spot-on in terms of your career interests this might be the first presentation of many you will make on this topic. If other students have researched a topic that also interests you, get together with her or him after the class ends and exchange ideas and networking leads. There is plenty of room for more than one person in each niche and having someone to share the journey with can lead to lots of synergy.

Policy on Self-Disclosure

As per 2004 APA ethics standards, a policy statement on Student self-disclosure is necessary. The following statement is the SCU statement on self-disclosure in our program.

The professional training philosophy of the Counseling Psychology Department is predicated on the notion that an effective counselor must be a whole person. Indeed, in the practice of counseling, it is the person of the counselor that is a major component of healing. As a counselor-in-training, then, self-reflection is a necessary and required part of the training that helps one better understand and empathize with his/her future clients' experience.

Such reflection is a significant component of one's personal and professional development as an effective and sensitive instrument of change. Thus, it is customary that in the CPSY Masters Program's classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. Students are expected to reflect on their past and present personal experiences in courses and program related activities, in oral and/ or in written assignments.

We respect students' rights to confidentiality, and do not require that any particular or specific information be disclosed. Moreover, we do not evaluate students' progress in the program based on the disclosure of any specific information (except as mandated by ethical codes or law). It is our experience that this philosophy and related formats in our classes provides a rich and superlative educational experience, involving more aspects of student experience than do standard lectures or written material which does not include the person of the therapist in training.

Technology Support

SCU can provide you with technology assistance, and you can also reach out to our providers directly for questions. For Camino support, contact caminosupport@scu.edu or call 408-551-3572. You can also use the help button within the Camino platform (on the left hand navigation) for 24/7 support via chat or phone.

For Zoom assistance, contact Media Services at mediaservices@scu.edu or 408-554-4520. You can also get 24/7 support from Zoom by calling 1-888-799-8854.

For SCU network and computing support, contact the SCU Technology Help Desk at techdesk@scu.edu or 408-554-5700. They can provide support for MySCU Portal, Duo, ecampus, hardware and software issues, and more.

Academic Integrity

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see www.scu.edu/academic-integrity.

Discrimination, Harassment and Sexual Misconduct (Title IX)

SCU faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of discrimination, harassment or sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available, I encourage you seek support and report incidents to the Director of Equal Opportunity and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. For more information about reporting options and resources at Santa Clara University and in the community, please visit <https://www.scu.edu/title-ix/>. If you wish to speak with a confidential resource, please visit <https://www.scu.edu/title-ix/resources/student/>.

Accommodations for Pregnant and Parenting Students

Santa Clara University does not discriminate against any student on the basis of pregnancy or related medical conditions. Absences due to medical conditions relating to pregnancy and child-birth will be excused for as long as deemed medically necessary by a student's doctor, and students will be given the opportunity to make up missed work. Students needing accommodations can often arrange accommodations by working directly with their instructors, supervisors, or departments. Students needing accommodations can also seek assistance with accommodations from the Office of Office of Accessible Education (OAE) or from the Office of Equal Opportunity and Title IX Office. The following link provides information for students and faculty regarding pregnancy rights. <https://www.scu.edu/title-ix/resources/pregnancy/pregnancy>.

Office of Accessible Education

If you have a documented disability for which accommodations may be required in this class, please contact the Office of Accessible Education (oea@scu.edu, <http://www.scu.edu/oea>) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through OAE, please be sure to request your accommodations through your myOAE portal and discuss them with me during my office hours within the first two weeks of class.

To ensure fairness and consistency, individual faculty members are required to receive verification from the Office of Accessible Education before providing accommodations. OAE will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assistive technology. Students with approved accommodations of time-and-a-half should talk with me as soon as possible. The Office of Accessible Education must be contacted in advance (at least two weeks notice recommended) to schedule proctored examinations or to arrange other accommodations.

In light of COVID-19, unless otherwise stated, exams will be administered online. Students with approved testing accommodations should contact me (at least two weeks notice recommended) prior to an exam date to notify me of their intent to use their testing accommodations on the upcoming exam to ensure their accommodations are effectively implemented.

Use of Classroom Recordings

All online class meetings will be recorded and made available on Camino. As is stated in the Student Conduct Code: "...Dissemination or sharing of any classroom recording without the permission of the instructor would be considered "misuse" and, therefore, prohibited. Violations of these policies may result in disciplinary action by the University. At the instructor's discretion, violations may also have an adverse effect on the student's grade." My policy is to make the recordings available until the Friday of the week the class takes place. I also always try to stop recording when doing demonstrations or when students are working with each other as counselor and therapist in the large meeting room.

Copyright Statement

Materials in this course are protected by United States copyright laws. I am the copyright holder of the materials I create, including notes, handouts, slides, and videos. You may make copies of course materials for your own use and you may share the materials with other students enrolled in this course. You may not publicly distribute the course materials without my written permission.

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the

effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Gender Inclusive Language

This course affirms people of all gender expressions and gender identities. If you go by a different name than what is on the class roster, please let me know. Using correct gender pronouns is important to me, so I encourage you to share your pronouns with me and correct me if I make a mistake. If you have any questions or concerns, please do not hesitate to contact me. For more on personal pronouns see www.mypronouns.org

Land Acknowledgment

Santa Clara University occupies the unceded ancestral homeland of the Ohlone and Muwekma Ohlone people.

Wellness Statement

This is a very strange time. And we are all anxious. So take care, especially now. Do your best in this class (and all of your classes). Lots of folks, including me, are here to support you. These resources may be especially helpful:

<https://www.scu.edu/wellness/>

The Wellness center provides resources to aid and promote student well-being. It is home to three student groups: the Peer Health Educators, the Violence Prevention Educators, and the Collegiate Recovery Program.

<https://www.scu.edu/cowell/counseling-and-psychological-services-caps/>

Santa Clara students are provided counseling sessions at no cost with Counseling and Psychological Services. Due to COVID-19, in Fall 2020 these services will be offered remotely. See website for details and eligibility.

<https://www.scu.edu/osl/culture-of-care/>

If you are concerned for the mental or physical welfare of one of your peers, the Compassionate and Responsive Educators website provides resources for recognizing and helping someone in distress.