



Center for International Programs & Sustainability Studies

Course name: Health and Psychology

Course code: PSY-2200

Total contact hours: 48 hours

Pre-requisite: Must be a health science student.

COURSE DESCRIPTION

The bio psychosocial model (abbreviated "BPS") is a model or approach that focuses on the biological, psychological, and social factors of the mental disorders to better understand mental health. This course will use this model to analyze different mental disorders, symptoms, and treatment. Participants will discuss the impact of social factors in the development of different mental disorders, know the theory behind the disorders and apply the information to class presentations and case studies. The course has a holistic view and, a multisystem, multilevel, and multivariate orientation, for the benefit of the student's future patients.

AUDIENCE

This course is structured for international students attending the Study Abroad Program at an LCI Education university campus. However, courses are not exclusive to foreigners so local degree-seeking students may enroll in this course. Some of the courses are also taught in Spanish as part of our Bachelor's in Sustainability Management or Business Administration programs.

This is a theoretical-practical course and explores/responds to the following inquiry according to the professional/disciplinary profile:

What are the biological, psychological, and social factors of the mental disorders that need to be analyzed through the BPS model, in order to better understand mental health?

To answer this question, the following generative topics will be studied:

- Psychosexual Human Development (Freud).
- Psychosocial Human Development (Erikson).
- Psychology Schools.
- Mental Disorders.
- The BPS model and Neurotransmitters.
- Immunity, Stress and Diseases.
- Defense Mechanism.
- Stress, Anxiety and Depression.
- On Grief and Grieving & Euthanasia.
- Conversion Disorders/Phobias/OCD.
- Domestic Violence/Cycle of Violence and Baumrind's Types of Families.
- Sexual Abuse.
- Addiction to Internet.
- Bully and Teens.
 - Feeding Disorders & Eating Disorders.
- Teen's Issues and Bully.
- Child Labor.
- The World of Elders.

Throughout the course the following skills will be promoted:

- Ability to identify biological, psychological and social aspects of specific mental disorders.
- Ability to assess possible diagnosis for mental disorders.
- Ability to identify specific mental disorder cases and research on possible causes, symptoms and treatment.

Among the values and attitudes that will be promoted among students are the following:

- Teamwork and leadership.

- Systemic thinking.
- Logical and communicative intelligence.
- Problem solving.
- Learning how to learn.
- Empathic and reliable negotiation.

COMPETENCIES, CRITERIA AND EVIDENCE

The competencies for the Veritas University are reflexive and integral actions that respond to the professional profile and to the problems of the context, with suitability and ethical commitment, integrating the know-how, the know-how, and the knowledge to know in a perspective of improvement.

Below are both the disciplinary and general competencies, linked to their criteria and evidence of performance for this course.

COMPETENCIES	KEY COMPETENCIES	LEARNING ASSESMENTS
Disciplinary: Integrates biological, psychological and social factors (BPS Model) to explore how they play a significant role in the context of mental disorders plus analysis of medical comparative data.	Analyzes social context of different mental disorders in the application of the BPS model and other comparative data.	Individual presentation and summary. Individual career assessment. Final project presentation.
	Applies problem solving and analytical skills to critical revision of mental disorder cases, considering the main differences and similarities between Costa Ricans and USAs approaches to the subject at hand.	Individual presentation and summary. Case study presentation and mind map.

	Analyzes the methods, indicators and outcomes, used for local agencies to deal with domestic violence and treatment of elders in the country.	Visits. Visit oral report.
--	---	-------------------------------

Generic: Integrates knowledge, skills and attitudes to learn continuously and through one's life pursuing an efficient development in the knowledge-based society.	Learning to learn.	Individual presentation and summary. Case study presentation and mind map. Final clip presentation.
Integrates the necessary knowledge, skills and attitudes to learn interpersonal communication techniques.	Relates well to others. Manages and solve conflicts. Negotiates reliably and empathetically. Speaks responsibly. Listens attentively.	Individual presentation and summary. Final clip presentation.
Builds the necessary knowledge, skills and attitudes to learn how to communicate orally and in written form in the different disciplines that make up the curriculum.	Communicates thoughts of the discipline orally, graphically, and in written form.	Visit Oral Reports. Individual presentation and summary. Final clip presentation.
Integrates the necessary knowledge, skills and attitudes	Relates well to others. Manages and solve conflicts. Speaks responsibly.	Visits Oral Reports.

to learn interpersonal communication techniques.	Listens attentively.	
--	----------------------	--

COURSE CONTENT

Unit 1. Different Approaches to Psychotherapy

- 1.1 Psychosexual Human Development (Freud).
- 1.2 Psychosocial Development (Erikson).

Unit 2. Psychoanalysis and Psychodynamic Therapies

- 2.1 Psychology Schools.
- 2.2 Mental Disorders.
- 2.3 BPS Model and Neurotransmitters.

Unit 3. Psychopathologies

- 3.1 Immunity, Stress and Diseases.
- 3.2 Defense Mechanisms.
- 3.3 Stress, Anxiety and Depression.
- 3.4 On Grief and Grieving & Euthanasia.
- 3.5 Conversion Disorders/Phobias/OCD.

Unit 4. Social Psychology

- 4.1 Domestic Violence.
- 4.2 Cycle of Violence/ Baumrind's Types of Families.
- 4.3 Sexual Abuse.
- 4.4 Addiction to Internet.
- 4.5 Bully and Teens.
- 4.6 Feeding Disorders & Eating Disorders.
- 4.7 Teens' issues.
- 4.8 Child Labor.
- 4.9 The World of Elders.

METHODOLOGY

The methodology is planned as experiential learning using Paolo Freire's educational guidelines, from a constructivist perspective and, the competency-based model.

Classes are of an interactive nature, stimulating the collective construction of knowledge; so, the students can recognize, by their own means, the context in which they are and how they can use it to understand the topics of the course for use in their future careers.

Along the course the expository method is used both by the professor and by students, individually and in groups, always promoting the participation of the students through their direct intervention in discussions, extension of concepts and analysis of the topics exposed. Since research is a pillar of the subject, the subjects to be discussed and exhibited in class and in the different assignments, are firstly investigated at a bibliographic level by the students, as a prerequisite to present group and individual work products.

The role of the professor is to mediate, facilitate and guide the teaching and learning process, allowing students to build and self-regulate learning, based on their previous and significant knowledge; the student is active, the teaching-learning process is collective and socialized. It also fosters social integration, the development of group work skills, community feeling and respect, without neglecting individualization.

EDUCATIONAL RESOURCES

In order to guarantee good development of the course, and learning, the following resources are available: an updated bibliographic database, multimedia equipment that students can use for their individual presentations; whiteboards and other 12 school equipment for weekly sessions, and readings provided by the professor. All of these complement the suggested projects and provide the students with higher possibilities of knowledge ownership. Most of the lessons will take place in the classroom. A campus

library, study rooms, and computer labs are available for the students' independent work time. Free Wi-Fi connection is available.

LEARNING ASSESSMENT

In order to make the course or program better competencies-based evaluation compiles and evaluates evidence by taking into account feedback providing pre-established criteria. The course evaluation must be aligned with the competencies and the teaching methodology. There is a rubric for each evaluation resource, and the details will be provided in **CANVAS LMS**. Even though the rubric grants a grade, it is also a quantitative and qualitative description of the students' performance. The rubrics include the core and discipline key competences.

ASSIGNMENTS	PERCENTAGE VALUE
1. Individual Presentation and Summary.	25 %
3. Case Study.	25 %
4. Final Clip Presentation.	25 %
6. Class Participation.	25 %
TOTAL	100 %

LEARNING STRATEGIES

The following learning strategies will be developed:

1. Individual Presentation and Summary

This is a critical academic piece that permits the student to express opinions, interpret psychological data and events and evaluate a selection of audio visual tools to better graphically present. The task is to design an individual presentation and write a summary using university library resources and notes from class to communicate theory, symptoms, treatment, and latest research on a chosen mental disorder. Capacity is demonstrated by researching, presenting it and discussing the central issues. Critical thinking is encouraged with a clear organization of argument, perspectives, positions and the development of the student's understanding.

2. Case Study

The case study method promotes the learning of three basic aspects: the management of knowledge, reflective practice and design of solutions. One case study will be explored and evaluated. The case will be summarized according to the case patient, psychological profile, events, issues, dates and outcomes (and according to answering the following pattern for case study analysis: who was involved, where, when, what happened, how and why?). The major issues will be highlighted and illustrated with clear examples from the case studies or similar cases. Major indicators and psychological data will be extracted and discussed for its relevance and meaning. A mind map will illustrate the case.

3. Final Clip Presentation

Video clips have been integrated as part of traditional courses, they serve as a cornerstone of many courses, and are often one of the main information delivery mechanisms. A video clip, can be a highly effective educational tool. Student will pick a 10-minute clip that better complements topic that will be presented to class. Student explains the relevance of the clip to the topic and, is able to answer two questions from professor based on the individual presentation summary.

4. Participation

Students who participate in class have studied the material well enough to introduce new concepts to their peers. They also have the ability to listen to others presentation and develop pertinent comments and questions along the way. This level of thinking goes beyond simple comprehension of text and can also improve memory. Participation can also help students learn from each other, increasing comprehension through cooperation.

ATTENDANCE

Regarding classes:

1. Students are only allowed a two (2) **non-consecutive (back-to-back) class absences**. A student shall fail the course if more than two absences are registered by the professor. Administration does not control attendance.
2. Three **late arrivals** to class (arrival after the first 15 minutes) are treated as one absence. Attending class 30 minutes late without an official justification will also count as an absence.
3. In the case of an **absence from any assignment evaluated in class** (presentations, evaluations, field trips, etc.) a student will be given a grade of zero unless an official document is presented within **one week** of the absence.
4. If a student presents an official document to excuse the absence, the missed assignment is to be presented on that same day.

Regarding field trips:

5. An unjustified **absence on a field trip** will immediately result in the loss of all points assigned to that specific trip. However, if an official document justifying the absence is presented, 50% of the assignment points may be obtained upon presentation of a complementary research assignment, to be agreed upon with the professor, within one week of the field trip.
6. An absence on a field trip may be justified should two course field trips coincide. In such a case, and to avoid losing points, students shall be able to opt for carrying out a research assignment.

CODE OF CONDUCT

Professors have the right to expel a student from the classroom should he / she/ they:

1. Be disruptive in the classroom.

2. Behave in a disrespectful way.
3. Be under the influence of alcohol.
4. Be under the influence of any illegal drug.
5. Shows hygiene or odor problems that may disturb other students.

ELECTRONIC DEVICES

The use of cell phones, smartphones, or other mobile communication devices is disruptive and is therefore prohibited during class. **Please turn all devices OFF and put them away** when class begins. Devices may be used only when the professor assigns a specific activity and allows the use of devices for internet search or recording. Those who fail to comply with the rule must leave the classroom for the remainder of the class period. Using devices while the professor or other peers are lecturing, or presenting is perceived as a lack of interest and disrespectful.

STUDY ABROAD PROGRAM POLICIES

The student must comply with the provisions of the Study Abroad Program Policies available on the Canvas/Omnivox platform period.

BIBLIOGRAPHY

Beck, Aron T, Emery, Gary, Greenberg, Ruth L. (1991). *Anxiety Disorders and Phobias: A Cognitive Perspective*. United States: Basic Books.

Budd, Karen S., Kedesdy, Jurgen H. (1998). *Childhood Feeding Disorders: Biobehavioral Assessment and Intervention*. United States: Paul H. Brookers.

Erikson E. (1994). *Identity and the life Cycle*. N.Y. United States: Norton & Co.

Gevirtzman, Bruce J. (2008.) *An Intimate Understanding of America's Teenagers: Shaking Hands with Aliens*. United States: Paul H Brookers.

Kessler, David, Kluber-Ros, Elisabeth. (2007). *On Grief and Grieving: Finding the Meaning of Grief through the Five Stages of Loss.* United States: Scribner.

Langberg, Diane. (2003). *Counseling Survivors of Sexual Abuse*. United States: Xulon Press.

Palfrey, John. (2008). *Born Digital*. United States: Basic Books.

Reiss, Albert J, Roth, Jeffrey A. (1993) *Understanding and Preventing Violence*. United States: National Academies Press.

Ryerson, Margie. (2009.) *Appetite for Life: Inspiring Stories of Recovery from Anorexia, Bulimia and Compulsive Overeating*. United States: Universe Ed.

Sapolsky, Robert M. (2004). *Why Zebras Don't Get Ulcers*. United States: Henry Hold and Company.

Solie, David (2004). *How to Say It to Seniors: Closing the Communication Gap with Our Elders*. United States: Prentice Hall Press.

Stearman, Kaye (2003). *Child Labour*. United States: Heinemann Library.

CHRONOGRAM

Week	Health & Psychology Chronogram Fall 2021	Evidence of learning
Week 1	1.Course Introduction <ul style="list-style-type: none"> ○ Personal presentations. ○ Canvas and Syllabus. ○ Expectations. ○ Assign Individual Presentations topic. 	Professor
Week 2	<ul style="list-style-type: none"> ○ Non Formal Education discussion ○ Demonstration of Individual Presentation: <i>Why should we study Cultural Psychology.</i> ○ Answer Syllabus Questions. 	Professor
Week 3	2.Psychoanalysis and Psychodynamic Therapies <ul style="list-style-type: none"> ○ Psychosexual Human Development (Freud). ○ Psychosocial Development (Erikson). 	Professor
Week 4	<ul style="list-style-type: none"> ○ Psychology Schools. ○ BPS Model and Neurotransmitters. ○ Video: A Dangerous Method. 	Professor Video analysis
Week 5	3.Psychopathologies <ul style="list-style-type: none"> ○ Immunity, Stress and Diseases. ○ Mental Disorders. 	Individual presentation 1
Week 6	<ul style="list-style-type: none"> ○ Stress, Anxiety and Depression. ○ Defense Mechanisms. 	Individual presentation 2 Role Play

Week 7	<ul style="list-style-type: none"> ○ On Grief & Grieving and Euthanasia. Clip:Falling Down. 	Individual presentation 3 Video analysis
Week 8	<ul style="list-style-type: none"> ○ Conversion Disorders/Phobias/OCD. ○ Clip: Copy Cat. ○ Model how to present a case. 	Individual Presentation 4 Video analysis
Week 9	5.Social Psychology <ul style="list-style-type: none"> ○ Domestic Violence/Cycle of Violence and Types of Families (Baumrind's). 	Individual presentation 5
Week 10	<ul style="list-style-type: none"> ○ Sexual Abuse. 	Individual presentation 6
Week 12	<ul style="list-style-type: none"> ○ Case Presentations. 	Professor evaluation
Week 13	<ul style="list-style-type: none"> ○ Case Presentations. 	Professor evaluation
Week 14	<ul style="list-style-type: none"> ○ Movie: Prince of Tides. 	Movie analysis
Week 15	<ul style="list-style-type: none"> ○ PRESENTATION: Social Services and Elders System in Costa Rica and in the USA. 	Group exposition
Week 16	<ul style="list-style-type: none"> ○ Feeding/Eating Disorders. ○ Video Bad Habits. 	Individual presentation 9 Video analysis
Week 17	<ul style="list-style-type: none"> ○ Teens' Issues. ○ Model how to present a Final Clip. 	Individual presentation 7
Week 18	<ul style="list-style-type: none"> ○ Movie: 12 and Holding. 	Group analysis
Week 19	<ul style="list-style-type: none"> ○ Child Labor. ○ Video: Born in the Brothel. 	Individual presentation 8 Video Analysis
Week 20	<ul style="list-style-type: none"> ○ Movie Side Effects. 	Movie Analysis
Week 21	<ul style="list-style-type: none"> ○ The world of Elders. ○ Cases Analysis. 	Individual presentation 10
Week 22	<ul style="list-style-type: none"> ○ Final Clip Presentation. 	Professor
Week 23	<ul style="list-style-type: none"> ○ Final Clip Presentation and final grades. 	Professor