COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Psychology
Course No. PD518

Title of Course: Psychoneuroimmunology
Date: August 1, 2015

Please check: X New
□ Revision

I. Catalog Description (Credit Hours of Course): This course involves examination of mind/body relationships, the impact of stress on the immune system, and treatment techniques. (1)

II. Co- or Prerequisite(s):

III. Purposes or Objectives of the Course (optional):
   1) Understand concepts related to psychoneuroimmunology, the functions of the immune system, and the relation of the immune system to psychological functioning.
   2) Understand the effects of stress on the immune system.
   3) Describe relaxation and visualization techniques that can be used to enhance health.

Add additional Objectives as needed

IV. Student Learning Outcomes (Minimum of 3):
   1) The student will describe specific CBT techniques and how and when they can be used to treat stress-related or immune system disorders.
   2) The student will describe relaxation and visualization techniques that can be used to treat stress-related or immune system disorders and how they may benefit clients.
   3) The student will describe how stress impacts the immune system and the relationships between the CNS and the endocrine system.

Add additional SLOs as needed

V. Optional departmental/college requirements:
   A.
   B.

VI. Course Content or Outline (Indicate number of class hours per unit or section):
   A. See syllabus attached.
   B.
   C.

Please Attach copy of class syllabus and schedule as an example

Signature: _____________________________ Date: _____________________________
Chair

Signature: _____________________________ Date: _____________________________
Dean
COURSE DESCRIPTION:
Psychoneuroimmunology emerges as a science and branch of medicine, which attempts to provide a scientific explanation to the issue of mind/body relationships. In this sense, it proposes, studies and explains the existing communication between diverse body systems that are responsible for maintaining the equilibrium that allows for a harmonic and healthy functioning of the human body. Students will explore the area of psychoneuroimmunology through a review of the principal concepts on the topic, of the scientific literature and through the most current areas of research. The effect of stress upon the immune system is examined. Specific psychological and CBT techniques utilized by the field of psychoneuroimmunology to treat patients with stress and immune disorders are introduced as well. HIV is explored as an example of a condition that through psychological intervention the Psychologist can impact the psychoneuroimmunological status of the person treated.

SPECIFIC OBJECTIVES
The student will understand the scientific basis of the mind / body communication and its application to the area of health.
The specifics aims include:
1. Define the concepts related to Psychoneuroimmunology.
2. Describe the functions of the Immune System and its relation with the psyches.
4. Describe relaxation and visualization techniques that can be applied to the area of Health.

COURSE OUTLINE
Unit 1 and 2
Upon term of these units, the student should acquire information about the theoretical bases of the psychoneuroimmunology concept.
Objectives:
a. Review the concept and evolution of the Psychoneuroimmunology
b. Know the neuroanatomy and biochemical connections between the Central Nervous System and the Endocrine System.
c. Identify the main communication pathways among Central Nervous System (CNS), Endocrine System (ES) and Immune System (IS).

Assigned readings:

Suggested readings:
Unit 3
Upon complete these units, the student should recognize the impact of psychological variables on the systems CNS, ES and IS.

Objectives:
- a. Acquire knowledge about the concepts of Immunology including the structure and functions of Immune System.
- b. Know the general concepts of physiology and functioning of CNS, glands, and immune cells.
- c. Identify the physiological effects of psychosocial factors and stress on functioning of these systems (CNS, ES and IS).

Assigned readings:

Suggested readings:

Unit 4
Upon term of this unit, the student should be able to identify the main intervention models based on the psychoneuroimmunology approach used to improve health.

Objectives:
- b. Describe the relaxation and visualization techniques, concepts and physiological effects.
- c. Develop skills in the application of these techniques through of the relaxation and visualization exercises experience.

Assigned readings:

Suggested readings:

TEACHING STRATEGIES AND ACTIVITIES
1. Group discussions
2. Audio-visual presentations
3. Relaxation and visualization exercises

RESOURCES
1. Library resources
2. Audiovisual media

STUDENT'S EVALUATION CRITERIA AND GRADING SYSTEM
Attendance to classes is mandatory, following the School policy. Students will be evaluated for their participation in the group discussions. Grade is Approved or Not Approved.
OTHER IMPORTANT INFORMATION

Diversity Statement
Diversity relates to the acknowledgement of the human condition in all manifestations; its similarities and differences. Diversity seeks to understand different biopsychosocial experiences. It strives towards the human values of equality, respect, and acceptance, within a multicultural world whose boundaries have been overshadowed by technology and globalization. Diversity is the antithesis to oppression in all its manifestations (e.g. sexism, racism, exploitation) and to discrimination in any form, including discrimination due to sexual orientation, physical (dis)abilities, socioeconomic status, worldviews, places of origin, cultural orientation, primary language, or to any other human characteristic, preference or state.

The notion of diversity is central to the study of human behavior. It requires the development of self-awareness of prejudiced attitudes. It includes understanding of differences in worldviews associated to the psycho-cultural and psycho-economic background of recipients of psychological services. Our training program promotes the awareness of subtle and “invisible” prejudice (e.g. homophobia) acquired during formative years.

Request for Reasonable Accommodations
Students in need of accommodation based on the impact of a disability should contact the professor privately to discuss the specific need. Students with documented disabilities should contact the Academic Deanship Office to coordinate reasonable accommodations.

Attendance Policy
After three absences for a 3 credit course, or 2 absences for a 2 credit course, the student will automatically be dropped from the class unless the professor recommends otherwise. The complete institutional attendance policy is included in the Appendix.

Honor Code Reminder
Any violation of the ethical dispositions of our institution or program will be automatically referred to the corresponding authorities. For the present course, plagiarism may lead to obtaining a grade of “0” on the plagiarized work and this would most probably lead to a failing grade in the course. Students found to violate this policy may be referred to the institutional Promotions Committee with a recommendation of dismissal from the program. The complete plagiarism policy is included in the Appendix.

Note
This syllabus is a guide and is subject to change according to circumstances that may arise during the semester. Students are responsible for all announced changes in the syllabus.

REQUIRED TEXTBOOKS


BIBLIOGRAPHY


APPENDIX

INSTITUTIONAL ATTENDANCE POLICY
Attendance at lectures and laboratory exercises is mandatory unless excused because of illness or by previous authorization of the professor in charge of the course. Each department will decide the relative weight to be given to the attendance in calculating the final grade.

Attendance to clinical activities involving patients, patient models, and similar types of activities is considered part of the students’ professional responsibility and is mandatory. Absence may be excused after the student consults with the respective department chairperson. Three unexcused absences may adversely affect the final grade for a course.

Incomplete work due to illness or other serious circumstances during the course will be handled according to departmental policies, which must be provided to the students in writing at the beginning of each term. Faculty are not obligated to repeat lecture/laboratory topics that were presented at scheduled times and dates.

PROGRAM POLICY ON ACADEMIC HONESTY AND PLAGIARISM
There are different ways in which a student may incur in one of the various forms of academic dishonesty. Lack of knowledge does not justify academic dishonesty as common sense usually helps to prevent potentially problematic situations. In case of doubt, the standards of academic honesty call for the student to ask the professor or advisor. The most frequent form of academic dishonesty is plagiarism. According to the Random House Webster’s college Dictionary plagiarism is: “the unauthorized use of the language and thoughts of another author and the representation of them as one’s own. 2. something used and represented in this manner”.

Our faculty recognizes that plagiarism in any of its forms and/or manifestation is a serious offense both in the academic and the professional world. Some of the acts that constitute plagiarism are:
   a. Using words or thoughts of authors without giving due credit.
   b. Presenting work done for one course to fulfill the requirements of another course (self-plagiarism).
   c. Taking credit for phrases or ideas of other authors to produce a collage of ideas that have not been created by the student.
   d. Not using quotation marks to identify the exact words of an author.
   e. Taking information from Internet without citing the source.
   f. Buying papers from the Internet or from other sources.
   g. Using another student’s paper or clinical report to satisfy course requirements.

Each professor will evaluate alleged cases of academic dishonesty and will proceed to deal with each case according to institutional policies and procedures.