

PSYCH 377-2: Health Psychology
Fall 2011 Monday/Thursday 9:15 – 10:35 am
Food Science Auditorium

Instructor A. Janet Tomiyama, Ph.D.
janet.tomiyama@rutgers.edu
Mondays 13:00-14:00
Tillett Hall 607

TA George Chavez
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Monday & Wednesday Noon-13:00
Tillett Hall 423

Hardware: An **iClicker** is required. They are available at the Bookstore. It's cheaper than a textbook and more fun, and you can use it in any other courses that require it. See below for more info on the iClicker.

Readings: Course readings are available on our course webpage on Sakai.

Course Overview: This course is designed to give you a broad overview of the field of health psychology. Health psychology is a young and exciting field of study that examines the bi-directional relationship between psychology and health. We will try to answer such questions as: Are certain personality types more likely to get sick, or to get certain illnesses? What does stress do to your health? What psychological and social factors cause people to behave in unhealthy ways? What helps people adjust to illness? Does having a lot of friends affect your health? What can psychologists do to help cure illness? Who is healthier, men or women? Are there ethnic variations in health? How can we help people who are in pain without getting them addicted to painkillers? Does it matter how your doctor talks to you? Does being bereaved make you ill? Does dieting work? Can a sugar pill cure back pain?

Grading: Grades will be based on three exams, one written assignment, and attendance that will be tracked by your iClicker. The exams will make up 65% of your grade. The written assignment will be worth 25%, and attendance worth 10%. **Your exam grade will be calculated based on your top two exam scores. In exchange, there will be no makeup exams, except as required by University policy.** The dates for the exams and writing assignment are on the class schedule on the next page. Attendance will be based on responding to questions during lecture using the iClicker. You must respond to at least 75% of the iClicker questions to receive full attendance credit. In some cases, you will receive credit for each iClicker question simply by responding. In others, you will receive credit for responding and further credit for getting it right. The paper topic will be discussed in class.

iClicker: The iClicker is a fun way to contribute to class, and empirical data indicates that it increases student learning. It will also help the instructor know when concepts are unclear. You must bring your iClicker with you to every lecture. We do not have loaners. You must register your iClicker at www.iclicker.com. Please be sure to enter your student ID, since this is how we give you credit for your clicks. The Remote ID is the number on the back of your iClicker.

A note on cheating: You have two responsibilities regarding cheating. (1) Don't cheat. (2) Don't look like you're cheating. In other words, don't engage in shady behavior during tests, such as having your phone out, wearing hats, letting your eyes wander, or whispering. Enrolling

for this class means you have read and acknowledged the University Academic Integrity Policy at <http://academicintegrity.rutgers.edu/> Using another person's iClicker or having someone else use your iClicker is considered cheating and will be treated as a Level 3 violation of University Academic Integrity Policy. Basically, cheating is not worth it. Getting a couple more points on a test is unlikely to boost your course grade (i.e. a small benefit) whereas getting expelled will have severe negative repercussions for the rest of your life.

Submitting test questions: You may submit questions based on lectures and readings to the instructor. Doing so is a win/win situation. If your question is used, you have the advantage of knowing the answer. If your question isn't used, you have still experienced the positive learning effects of formulating questions based on what you learned in this course. Studies show that this is one of the best ways to learn new material.

Be on the DISH Lab blog: The instructor and TA will choose the best papers and publish them on the DISH Lab blog with the author's consent. If you would like to write a post for the blog pertaining to a different health psychology topic, you may receive extra credit for doing so. Please see the instructor to discuss your topic.

Be a research assistant in the DISH Lab: If you would like to become engaged in the process of research in health psychology, you may apply to work in the instructor's lab. The application is at the end of this syllabus.

Fine Print: You will find that your instructor is very nice and runs a democratic classroom. You may peg her as a pushover. Do this at your peril. You are responsible for learning the lecture material covered every day of class, whether you are present or not. If you miss a lecture *for any reason*, including illness, ask one of your classmates for a copy of their notes. Do not ask the instructor or TAs to repeat or summarize the lecture, or for *their* notes. Any student asking the instructor "What did I miss?" will be pelted with small balls of crumpled-up Kleenex. It is your responsibility to make sure you are in class for the exams. If you do not show up for the exams you will receive zeros on them. There are no exceptions. It's already pretty nice that you get to drop one exam score, so there will be no exceptions. Complaints about the grading of particular items on the exams or paper must be submitted *in hard copy* (an email will not be accepted) to the Instructor's mailbox in Tillett Hall within 7 days of the scores becoming available. Final grades will be computed by a fair and reasonable curve. The instructor does not have to explain, defend, or even show you the curve.

Date	Topic	Reading Number
Thurs Sept 1	Introduction	1, 2
Mon Sept 5	Labor Day – no class	
Thurs Sept 8	Methods	
Mon Sept 12	Biopsychosocial Model	3
Thurs Sept 15	Stress History	4
Mon Sept 19	PAPER DUE Stress and Health	5
Thurs Sept 22	Psychoneuroimmunology	
Mon Sept 26	Coping and Social Support	6, 7
Thurs Sept 29	Bereavement	8-11
Mon Oct 3	Close Relationships and Health	12, 13
Thurs Oct 6	Exam 1	
Mon Oct 10	Adjustment to Illness	14
Thurs Oct 13	Placebos	15, 16
Mon Oct 17	Faith Healing (Film)	
Thurs Oct 20	Health Communications	17
Mon Oct 24	Health Behavior Change 1: History	18
Thurs Oct 27	Health Behavior Change 2: Models	19
Mon Oct 31	Health Interventions	
Thurs Nov 3	EXAM 2	
Mon Nov 7	Age, Gender, and Health	20, 21
Thurs Nov 3	Culture and Health	22
Mon Nov 14	Personality and Health	23
Thurs Nov 17	Eating	24
Mon Nov 21	Diet and Exercise	25, 26
Thurs Nov 24	Thanksgiving Holiday – no class	
Mon Nov 28	Pain	27
Thurs Dec 1	Doctor-Patient Communication	28
Mon Dec 5	Medical Professionals Panel	29, 30
Thurs Dec 8	Medical System (Film)	31
Mon Dec 12	Happiness	32, 33
Mon Dec 19	8:00-11:00am EXAM 3	

Readings

1. Kolata, G. (2008). Searching for clarity: A primer on medical studies. The New York Times, September 30.
2. Hafner, K. (2010). Think the answer's clear? Look again. New york times, August 30.
3. Lake, T. (2010). The golden boy and the invisible army. Atlanta Magazine, June 20.
4. O'Connor, A. (2004). Cracking under the pressure? It's just the opposite, for some. New York Times, September 10.
5. Kolata, G. (2005). Is there a link between stress and cancer? New York Times, November 29.
6. Carey, B. (2011). On road to recovery, past adversity provides a map. The New York Times, January 3.
7. Barbor, C. (2001). The science of meditation. Psychology Today, May/June.
8. O'Rourke, M. (2010). Good grief: Is there a better way to be bereaved? The New Yorker, February 1.
9. Torres, A.R. (2002). Loving a ghost. Salon.com, Feb 14.
10. Torres, A.R. (2002). What if. Salon.com, May 17.
11. Torres, A.R. (2002). Found and lost. Salon.com, July 10.
12. Parker-Pope, T. (2010). Is marriage good for your health? The New York Times Magazine, April 14.
13. Couzin, J. (2009). Friendship as a health factor. Science, 323, January 23.
14. Harmon, A. (2007). Facing life with a lethal gene. New York Times, March 18.
15. Burton, R. (2008). Why placebo is not a dirty word. Salon.com, August 1.
16. Silberman, S. (2009). Placebos are getting more effective. Drug makers are desperate to know why. Wired, August 24.
17. Wallace, A. (2009). An epidemic of fear: How panicked parents skipping shots endangers us all. Wired, October 19.
18. Dubner, S., & Levitt, S. (2006). Selling Soap. New York Times Magazine, September 24.
19. Hartocollis, A. (2011). City's graphic ad on the dangers of HIV is dividing activists. The New York Times, January 3.

20. Gawande, A. (2007). The way we age now. The New Yorker, April 30.
21. Legato, M. (2006). The Weaker Sex. New York Times, June 17.
22. Stein, R. (2006). Race may be factor in lung cancer. Washington Post, January 26.
23. Friedman, R. (2007). Yet another worry for those who believe the glass is half-empty. New York Times, January 9.
24. Kolbert, E. (2009). Why are we so fat? The New Yorker, July 20.
25. Speisel, S. (2007). Beware of diet: What if counting calories makes you fatter in the long run? Slate.com, July 4.
26. Kolata, G. (2006). For a world of woes, we blame cookie monsters. New York Times, October 29.
27. Thernstrom, M. (2001). Pain, the disease. The New York Times, December 16.
28. Brody, J. (2007). Tough question to answer, tough answer to hear. New York Times, Mar 6.
29. Groopman, J. (2007). What's the trouble? How doctors think. The New Yorker, January 29.
30. Wright, A. & Katz, I. (2004). Interns' diary, entries 2-4. Slate Magazine. February 10-12.
31. Gawande, A. (2009). The cost conundrum: What a Texas town can teach us about health care. The New Yorker, June 1.
32. Bowen, J. (1999). Faith healing. Salon.com, November 3.
33. Weiner, S. (2008). The how of happiness. Good Housekeeping. December 3.



Application for Research Assistant Position

Name:

Major:

Current GPA:

Email:

Phone:

Year/Level:

Why are you seeking research experience in our lab/research area?

We expect 8 hours a week of work in the lab. Can you commit to this?

YES NO

Do you want/need credit for your experience?

YES, 300 level YES, 400 level (writing intensive) NO

Can you commit to more than one semester?

YES NO

Please explain any upcoming academic/personal commitments that may affect your research duties (ie. education abroad, courses, job/work).

When can you work? Please list all possible hours.

_____Hours of work per week during normal business hours (i.e., M-F 8-6pm)

_____Hours of work per week in the evening or weekend(s)

Which days during the week would you prefer to work (circle below)?

M Tu W Th F

In order to help us schedule lab/research activities, please draw a line through the times that you **CANNOT** work or meet for this project/research

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00							
8:00							
9:00							
10:00							
11:00							
Noon							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							

Anything else you'd like to tell us?

Please email this to janet.tomiya@rutgers.edu or submit in person to Dr. T.