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**Psychology 377 (01:830:377:H1)
Honors Section of Health Psychology
Spring 2016**

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Office Hours: Mondays 1:00-3:00 PM

Course website: Sakai (<https://sakai.rutgers.edu/portal>) HEALTH PSYCHOLOGY H1 Sp16

Class Meetings: Mondays and Wednesdays, 3:20-4:40 PM, T. Alexander Pond Science and Engineering Resource Center, room 220

Course Topic:

This course will introduce you to health psychology, an area of study dedicated to enhancing our understanding of connections between health and psychological factors, such as thoughts, feelings, personality, and social and contextual factors. We will cover a range of topics that fall within the umbrella of health psychology, including: psychological factors that influence engagement with the health care system and adherence to treatment; psychological factors, such as behavior and personality, that influence health and disease risk and course; and the relationship between stress, coping, and physical health. We will focus on models, theories, and facts supported by research findings. As such, we will spend some time discussing research methods. We will also consider ethical issues throughout the course and discuss these again at the end of the term.

We will be talking about issues that will likely have personal relevance for you. As such, you may find that this course stirs up strong thoughts or feelings. If you believe this is interfering with your learning, please contact me. I will endeavor to treat all lecture topics with minimal bias and maximal sensitivity. If you feel that I am not meeting this goal, please let me know.

Learning Goals:

I hope that I can help you to develop the following specific knowledge and skills this term:

- An understanding of what health psychology is and what it contributes to society
- An appreciation of the interrelations among psychological factors, social factors, and physical health
- Increased ability to understand and critically evaluate health-related research
- Knowledge about evidence-based ways to prevent or cope with disease and to foster health in your own lives

This course should also support broader learning goals, including:

- Understanding contemporary problems in health from a multidisciplinary perspective
- Analyzing ways in which science and technology affect health
- Analyzing issues of social justice related to health and health care

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- Explaining and assessing relations among assumptions, method, evidence, arguments, and theory in social science
- Identifying and critically assessing ethical issues in social science research and service delivery
- Communicating effectively in English
- Analyzing and synthesizing information and ideas

Recommended Text: Available at NJ Books at 37 Easton Ave. on the College Ave. campus. Brannon, L., Feist, J., & Updegraff, J. (2014). *Health Psychology: An Introduction to Behavior and Health*, 8th Edition. Belmont, CA: Thomson Higher Education ISBN-13: 9781133593072 (hard cover) or 9781133934301 (loose-leaf edition).

Used texts may also be available and are acceptable. The 7th edition would be preferable to earlier editions if you cannot find the 8th edition. A reserve copy of the text is also available for you at the Library of Science and Medicine (under my name), but may not be checked out of the library.

Additional Readings:

The assigned readings listed below (in alphabetical order by first author) are available on the Sakai site (where they are posted below the corresponding lesson).

- Abrams, D. B. (2014). Promise and peril of e-cigarettes: Can disruptive technology make cigarettes obsolete? *JAMA*, 311(2), 135-136.
- American College Health Association (2006). American College Health Association National College Health Assessment (ACHA-NCHA) spring 2004 reference group data report (abridged). *Journal of American College Health*, 54, 201-211.
- Arkes, H. R. & Gaissmaier, W. (2012). Psychological research and the prostate-cancer screening controversy. *Psychological Science*, 23(6), 547-553.
- Arterburn, D. E. & O'Connor, P. J. (2012). A look ahead at the future of diabetes prevention and treatment. *JAMA*, 308(23), 2517-2518.
- Astin, J. A., Shapiro, S. L., Eisenberg, D. M., & Forsys, K. L. (2003). Mind-body medicine: State of the science, implications for practice. *Journal of the American Board of Family Practice*, 16, 131-147.
- Baker, T. B., Piper, M. E., McCarthy, D. E., Majeskie, M. R., & Fiore, M. C. (2004). Addiction motivation reformulated: An affective processing model of negative reinforcement. *Psychological Review*, 111, 33-51.
- Baum, A., & Posluszny, D. M. (1999). Health psychology: mapping biobehavioral contributions to health and illness. *Annual review of psychology*, 50(1), 137-163.
- Beckman, H. B., & Frankel, R. M. (1984). The effect of physician behavior on the collection of data. *Annals of Internal Medicine*, 101m 692-696.
- Bensing, J. M., Roter, D. L., Hulsman, R. L. (2003). Communication patterns of primary care physicians in the United States and the Netherlands. *Journal of General Internal Medicine*, 18, 335-342.
- Berkman, N. D., Sheridan, S. L., Donahue, K. E., Halpern, D. J., & Crotty, K. (2011). Low health literacy and health outcomes: an updated systematic review. *Annals of Internal Medicine*, 155(2), 97-107.
- Brownell, K. D. (2010). The humbling experience of treating obesity: Should we persist or desist. *Behaviour Research and Therapy*, 48, 717-719.
- Cameron, L., Leventhal, E. A., & Leventhal, H. (1995). Seeking medical care in response to symptoms and life stress. *Psychosomatic Medicine*, 57(1), 37-47.
- Carpenter, C., & Dobkin, C. (2011). The minimum legal drinking age and public health. *The Journal of Economic Perspectives: A Journal of the American Economic Association*, 25(2), 133-156.

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- De Zoysa, I., Elias, C. J., & Bentley, M. E. (1998). Ethical challenges in efficacy trials of vaginal microbicides for HIV prevention. *American Journal of Public Health, 88*, 571-575.
- Ditto, P. H. & Hawkins, N. A. (2005). Advance directives and cancer decision making near the end of life. *Health Psychology, 24*, S63-S70.
- Doescher, M. P., Saver, B. G., Frankes, P., & Fiscella, K. (2000). Racial and ethnic disparities in perceptions of physician style and trust. *Archives of Family Medicine, 9*, 1156-1163.
- Fagerlin, A., Ditto, P. H., Danks, J. H., Houts, R. M., & Smucker, W. D. (2001). Projection in surrogate decisions about life-sustaining medical treatments. *Health Psychology, 20*, 166-175.
- Grossman, P., Niemann, L., Schmidt, S., & Walach, H. (2004). Mindfulness-based stress reduction and health benefits: A meta-analysis. *Journal of Psychosomatic Research, 57*(1), 35-43.
- Katz, M. L., James, A. S., Pignone, M. P., Hudson, M. A., Jackson, E., Oates, V., & Campbell, M. K. (2004). Colorectal cancer screening among African American church members: a qualitative and quantitative study of patient-provider communication. *BMC Public Health, 4*(1), 62.
- Kirby, J. E., Taliaferro, G., & Zuvekas, S. H. (2006). Explaining racial and ethnic disparities in health care. *Medical Care, 44*, I-64-I-72.
- Leventhal, H., Weinman, J., Leventhal, E. A., & Phillips, L. A. (2008). Health psychology: the search for pathways between behavior and health. *Annual Review of Psychology, 59*, 477-505.
- McCarthy, D. E., Baker, T. B., Minami, H. M., & Yeh, V. M. (2011). Applications of contemporary learning theory in the treatment of drug abuse. Invited chapter in T. R. Schachtman and S. Reilly (Eds.). *Associative Learning and Conditioning Theory: Human and Non-Human Applications*. New York: Oxford University Press. pp. 235-269.
- McCray, A. T. (2005). Promoting health literacy. *Journal of the American Medical Informatics Association, 12*, 152-163.
- Shors, T. J., Olson, R. L., Bates, M. E., Selby, E. A., Alderman, B. L. (2014). Mental and Physical (MAP) Training: A neurogenesis-inspired intervention that enhances health in humans. *Neurobiology of Learning and Memory, 115*(3), 3-9.
- Slavich, G. M. & Cole, S. W. (2013). The emerging field of human social genomics. *Clinical Psychological Science, 1*, 331-348.
- Smith, J. E., Richardson, J., Hoffman, C., & Pilkington, K. (2005). Mindfulness-based stress reduction as supportive therapy in cancer care: A systematic review. *Journal of Advanced Nursing, 52*, 315-327.
- Smith, T. W., Kendall, P. C., & Keefe, F. J. (2002). Behavioral Medicine and clinical health psychology: Introduction to the special issue, a view from the decade of behavior. *Journal of Consulting and Clinical Psychology, 70*, 459-462.
- Turk, D. C., & Okifuji, A. (2002). Psychological factors in chronic pain: Evolution and revolution. *Journal of Consulting and Clinical Psychology, 70*(3), 678-690.
- van Ryn, M. & Fu, S. S. (2003). Paved with good intentions: Do public health and human service providers contribute to racial/ethnic disparities in health? *American Journal of Public Health, 93*, 248-255.
- Visser R. O. & Smith, M. A. (2001). Inconsistent users of condoms: a challenge to traditional models of health behavior. *Psychology, Health & Medicine, 6*, 41-46.
- Wendler D., Emanuel, E. J., & Lie, R. K. (2004). The standard of care debate: Can research in developing countries be both ethical and responsive to those countries' health needs? *American Journal of Public Health, 94*, 923-928.
- Williams, M. V., Davis, T., Parker, R. M., & Weiss, B. D. (2002). The role of health literacy in patient-physician communication. *Family Medicine, 34*, 383-389.
- Winzelburg, G. S., Hanson, L. C., & Tulskey, J. A. (2005). Beyond autonomy: Diversifying end-of-life decision-making approaches to serve patients and families. *Journal of the American Geriatrics Society, 53*, 1046-1050.

Videos shown in class will be made available via links, when possible, or by placing the video on reserve in the media library on Douglass.

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Course Methods:

- Lecture slides with audio to be reviewed before class
- Recommended and required reading. The recommended readings provide background. The required readings will be discussed extensively in class.
- Required video/audio to be reviewed before class or shown in class. There will be extensive class discussion of the videos.
- Sakai site containing lecture slides, readings, and supplemental material (see URLs above)
- Office hours that you are encouraged to attend to check your understanding and address difficulties or obstacles, as needed

Course Assessment:

Your grade will be based on the following:

- Class attendance and participation are expected and required (10% of your grade) If you face obstacles in these areas, talk to me so we can discuss ways to address these together. I will take attendance at each class. Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me.
- Six in-class, closed-book quizzes (10% of final grade each, 60% total of final grade)
 - Mix of multiple choice, fill-in-the-blank, and short answer items
- If you know you will miss a quiz in advance, please contact me at least 3 days in advance. If you miss a quiz due to acute illness, you must contact me (via e-mail or the university absence reporting system) on the day of the quiz, or as soon as possible after the missed exam to schedule a make-up quiz.
 - If you miss a quiz, you will need to take a make-up quiz with me the next week (barring prolonged illness or other truly unavoidable delays). The make-up quiz may differ from the one administered in class, but will be of comparable difficulty.
 - Students with disabilities requesting accommodations must follow the procedures outlined at <https://ods.rutgers.edu/students/registration-form>. Full disability policies and procedures are at <https://ods.rutgers.edu/>.
- One 10-20-page paper to be accessed and submitted via Sakai. (20% of final grade).
 - You will be asked to critically analyze an empirical research study in health psychology, and to propose a follow-up study to answer a related research question relevant to health psychology.
 - You must submit your paper topic to me by 2/22, a paper outline to me by 3/30, and the final paper by 4/25.
 - These must be original papers (not borrowed from other sources or classmates)
 - You must properly credit your sources in the paper, preferably in APA format.
 - You will be asked to complete an honor pledge when submitting the paper.
 - You will lose one letter grade on your paper for each day it is late. Papers will not be accepted more than five days late.
- A brief (10-minute) presentation in class based on your paper (10% of your final grade). In this presentation, you present the ideas in your paper to your classmates and will engage them in discussion and address their questions. Missing the class presentation sessions (the last two classes of the semester) will result in a 0 grade for the assignment. In case of absence due to medical emergency, you will be allowed to make up the class presentation by presenting to me.

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- The grading scale I will use is as follows and is **non-negotiable**. Grades will not be curved, as the average score on my exams is typically a C or better. I adjust quiz scores if particular items perform poorly or are too difficult. Everyone in the class will be held to the same standards, without exception. I will not change your final grade because you are close to the grade you want if you have not earned the points necessary. I will not offer you extra-credit opportunities at the end of the term to help you boost your grade. Therefore, it is in your best interest to attend class regularly, to prepare for the quizzes, and do your best on your paper and presentation.
 - A = Above 90%
 - B+ = 87%-90%
 - B = 80%-87%
 - C+ = 77%-80%
 - C = 70%-77%
 - D = 60%-70%
 - F = Under 60%
- Another component of course assessment will be your assessment of my performance. I will ask you to complete ratings of my performance and offer anonymous comments during the semester. I also invite you to share your questions, comments, and concerns with me during office hours or via e-mail.

Academic Integrity

Cheating, plagiarism, and other violations of academic integrity will not be tolerated. Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity. As noted above, cheating on assignments will result in loss of credit on the assignment, may influence your ability to earn credit on future assignments, and may also result in disciplinary action.

<http://academicintegrity.rutgers.edu/academic-integrity-policy/>

Classroom Conduct

I would like the classroom to be conducive to everyone's learning. As such, I propose the following guidelines for our classroom conduct:

- Absolutely no cell phone conversations or side conversations in class. Text messaging is also discouraged.
- Please do not use your laptop for any purpose other than taking notes in class. Inappropriate use is very distracting to your classmates. Plus, there is mounting evidence that dividing attention (i.e., multi-tasking) results in real and marked disruptions in cognitive processing. In other words, the odds are very good that you are not as good at doing several things at once as you think you are).
- If you arrive late or know you have to leave early, please sit near an exit to minimize disruption.
- During class discussions, please be respectful of others' questions and views. This does not mean you cannot express disagreement, only that you maintain a civil dialogue.
- I strongly encourage you to attend class. Quiz questions will primarily reflect material discussed in lecture. Coming to class is the best way to learn the material that will be covered on exams.
- If you notice that something is going on in the classroom that is disruptive, please let me know as soon as possible.

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Student-Wellness Services:

Just In Case Web App

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

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COURSE OUTLINE

Date	Class	Topic	Background Reading	Required Reading/ Media	Assignment Due
1/20	1	Course introduction	None		
1/25	2	History of health psychology	Chapter 1	Lecture 2; Smith, 2002; Baum, 1999	
1/27	3	Research methods	Chapter 2	Lecture 3; <u>Placebo</u> audio	
2/1	4	Stress	Chapter 5	Lecture 4; <u>Killer Stress</u> video	Quiz 1
2/3	5	Stress and Illness	Chapter 6	Lecture 5; Slavich, 2013	
2/8	6	Pain	Chapter 7	Lecture 6; Turk, 2002	
2/10	7	Coping	Chapter 8	Lecture 7 Grossman, 2004	
2/15		Class canceled			
2/17	8	Cardiovascular Disease	Chapter 9	Lecture 8; <u>Mysterious Human Heart</u> video	Quiz 2
2/22	9	Cancer	Chapter 10	Lecture 9; Arkes, 2012	
2/24	10	Chronic Illness	Chapter 11	Lecture 10 Arterburn 2012	Paper topic
2/29	11	End of life issues	Ditto, 2005; Winzelburg, 2005	Lecture 11; <u>60 Minutes</u> video; Fagerlin, 2001	
3/2	12	Behavioral Health	Chapter 16	Lecture 12; Carpenter, 2011	Quiz 3
3/7	13	Tobacco Use, Part 1	Chapter 12	Lecture 13; Abrams, 2014	
3/9	14	Tobacco Use, Part 2		Lecture 14; McCarthy, 2011	
3/12- 3/20		Spring recess--no classes			
3/21	15	Other drugs	Chapter 13	Lecture 15 Baker, 2004	
3/23	16	Eating & Weight	Chapter 14	Lecture 16; Brownell, 2010	Quiz 4
3/28	17	Exercise	Chapter 15	Lecture 17;	

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				Shors, 2014	
3/30	18	Sexual health	ACHA, 2006	Lecture 18 Visser, 2001	Paper outline
4/4	19	Seeking health care	Chapter 3	Lecture 19; Cameron, 1995	
4/6	20	Health literacy	McCray, 2005; Williams, 2002	Lecture 20; Berkman, 2011	Quiz 5
4/11	21	Health communication	Beckman, 1984; Bensing, 2003	Lecture 21; Katz, 2004	
4/13	22	Adherence	Chapter 4	Lecture 22; Leventhal, 2008	
4/18	23	Disparities	Kirby, 2006; Doescher, 2000	Lecture 23; vanRyn, 2003	
4/20	24	Complementary medicine	Smith, 2005	Lecture 24; Astin, 2003	Quiz 6
4/25	25	Ethics & Future directions		Lecture 25; deZoysa,1998; Wendler, 2004	Final paper
4/27	26	Student presentations			
5/2	27	Student presentations			