

Schedule: This is an asynchronous remote class, conducted fully online, no class meetings online or in person.

Instructor: Richard J. Contrada, Ph.D. **Email:** contrada@psych.rutgers.edu **Office Hours:** By appointment

TA: Cole Lymus **Email:** cal364@scarletmail.rutgers.edu **Office Hours:** By Appointment

Please read this syllabus carefully and email me any questions, comments, or concerns.

The Field of Health Psychology. Health Psychology is a field of study devoted to understanding psychological influences on how people stay healthy, why they develop diseases, and how they respond to illness and its treatment. Health psychology has been an active and productive subdiscipline since its inception in the late 1970s. It was given impetus by the HIV/AIDS crisis and has grown to the point that it is now represented in several scientific organizations and academic programs and curricula of many departments of psychology across the United States and abroad. Major areas of research include that concerning the identification of psychosocial risk and protective factors that influence health and disease, behavioral and pathophysiological mechanisms that explain these associations, and interventions designed to prevent physical health problems and facilitate their management.

Learning Goals: Health and illness have multiple determinants, concomitants, and consequences, of which many fall into the domain of psychology. It is my purpose in teaching this class to foster familiarity and understanding of:

1. The history, basic assumptions, main topic areas, concepts, and methods of Health Psychology
2. The relationships between health psychology and more traditional areas of psychology
3. How to think critically about psychology and health
4. The relationship between laboratory and non-laboratory research in health psychology
5. The contributions of disciplines other than psychology to understanding behavior-health relationships
6. Social, cultural, economic, and political ramifications of health and psychology
7. How to write clearly and cogently about health psychology topics
8. How to respond appropriately to peers' written and oral comments in discussion forums
9. How to improve one's own health related behaviors and those of family and friends
10. How to manage illness problems experienced by oneself, family members, and friends
11. How to be a critical consumer of health- and psychology-related information presented in the media
12. Academic, professional, and other career opportunities in psychology, health, and medicine
13. Evolving/emerging/future problems of health/illness and health care and possible solutions

Note: These include [Psychology Department](#) learning goals as they relate to Health Psychology.

Main Canvas portal: Canvas contains all course materials. All will be made available under “**Modules**” unless otherwise indicated. Students are responsible for all information and materials on the course Canvas web pages. Please check Canvas at least twice a week and in response to email notifications, which are sent to your Rutgers email account.

Course Organization. Coverage of specific topics span one or more weeks of the semester. Weekly materials and activities consist of (1) readings, (2) educational videos, (3) video-recorded lectures, (4) exercises, (5) quizzes, and (6) class discussions. Topical coverage and weekly course materials are detailed below.

Required readings are from primary sources and provided online through [Canvas](#). There is ***no required textbook***. ***Optionally***, you may wish to read any of the standard health psychology texts, including but not limited to those written by: Brannon, Updegraff, & Feist (ISBN-13: 978-1337094641; ISBN-10: 1337094641), by Taylor (ISBN10: 1260834255; ISBN13: 9781260834253), or by Sarafino & Smith (ISBN-13: 978-1119577805; ISBN-10: 1119577802). The more recent the edition, the better, and be aware that coverage of topics and certain facts and figures will differ between textbooks and my lecture, though any text will help you with major topics. Copies may be available in the library and can be purchased/rented online.

Videos: Please note that Canvas’s media features are not always compatible with Apple’s Safari web browser. Thus, for Mac users, if you encounter issues attempting to view videos on Canvas using Safari, instead please try to view the videos using an alternative browser such as Google Chrome or Firefox.

Discussion will be conducted using the Canvas Discussion tool. Each week there will be from 1 to 3 discussion prompts for a total of about 30. The prompts may be based on course materials, health-related events in the news, or depictions of health-related topics in entertainment media or the arts. Students are required to respond to each prompt and encouraged to comment on at least one other student’s reply to the prompt. Grading is based on participation. Students may be asked to add to their discussion post if it is not initially deemed satisfactory, but at no loss of credit. Students may miss up to 10% of Discussion points without loss of credit.

Exercises will be posted weekly. They are worth from 1 to 4 points depending on the amount of work required, for a total of about 30 points. Students may miss up to 10% of Exercises points without loss of credit.

Practice Quizzes will be posted weekly. They are open book. An unlimited number of attempts is allowed. Quizzes earn up to 1 point each, for a total of about 14 points. Up to 10% of Practice Quiz points may be missed without loss of credit.

Late submissions. Because Discussions, Exercises, and Practice Quizzes are designed to help students to learn course material that will be covered on exams, all are due by noon on the day of the next exam. Unless there are documented extenuating circumstances, there will a loss of credit (10%) for lateness for Discussions, Exercises, and Practice Quizzes.

Exam Details

- Three exams
- All are open notes exams, but do not plan to look up each answer, as there may not be sufficient time
- From 60 to 75 multiple-choice and true-false questions each
- Designed to require 60 minutes each, but 90 minutes will be allotted
- Exam 1 covers material from the first set of classes that precede it
- **Exams 2 and 3 cover material since the previous exam. They will NOT be cumulative**

Exam preparation

- The quizzes, exercises, discussions, and other class activities are designed to help students learn course material. In addition, students will be given guidance on exam coverage and how to prepare for any exam.

Determination of Final Grades:

Exams: 60%
 Exercises: 15%
 Discussion 10%
 Quizzes: 15%

Course Outline

Week	Topics
1	<p><u>Overview/Introduction to Health Psychology</u></p> <ul style="list-style-type: none"> • <i>Ryff and Singer (1998)</i> <ul style="list-style-type: none"> - Dr. Siddhartha Mukherjee on the Language of Epidemiology (Public Television) <p><u>Health and Disease in the United States Today</u></p> <ul style="list-style-type: none"> • <i>Schneiderman (2004)</i> • Racial health disparities <ul style="list-style-type: none"> - Black Maternal Mortality (Public Television) - Blacks and Latinos Cautious about the Vaccine (Public Television)

	<p><u>Week 1 Discussion, Exercise, Practice Quiz</u></p>
2	<p><u>Theory and Research Methods</u></p> <ul style="list-style-type: none"> • <i>Klahr & Simon, 2001</i> <ul style="list-style-type: none"> - How we Discovered Germs (Public Television) <p><u>Health Behavior Theory (Session 4)</u></p> <ul style="list-style-type: none"> • Knowledge is not enough <ul style="list-style-type: none"> - Why It's So Hard to Make Health Decisions (TED Talk) • <i>Brewer and Rimer (2008)</i> <p><u>Week 2 Discussion, Exercise, Practice Quiz</u></p>
3	<p><u>Illness Cognition and Self-Regulation</u></p> <ul style="list-style-type: none"> • Use of “Scare Tactics” to change unhealthy behavior <ul style="list-style-type: none"> - This Is Your Brain...This Is Your Brain on Drugs - 80s Partnership for A Drug Free America (YouTube Video) - Partnership for a Drug Free America "Brain on Drugs" (YouTube Video) • Health promotion message that includes an action plan <ul style="list-style-type: none"> - Environmental Health Food Safety Public Service Announcement (YouTube Video) • Fear-inducing health promotion message to illustrate the importance of audience tailoring <ul style="list-style-type: none"> - Is this PSA the scariest ad ever? (YouTube Video) • Health promotion message tailored to underrepresented minority group <ul style="list-style-type: none"> - Condom Use PSA (YouTube Video) <p><u>Doctor-Patient Interactions</u></p> <ul style="list-style-type: none"> • Effective and ineffective healthcare communication styles <ul style="list-style-type: none"> - Communication Skills: A Patient-Centered Approach (YouTube Video) - Say This, Not That: Patient Experience Video (YouTube Video) • Health Care and Social Justice <ul style="list-style-type: none"> - Why Your Doctor Should Care about Social Justice (TED Talk) • <i>Springer (2009)</i> • <i>Ofri (2011)</i> <p><u>Week 3 Discussion, Exercise, Practice Quiz</u></p>
4	<p><u>Hospitals</u></p> <ul style="list-style-type: none"> • Dark humor as a way to cope with serious medical problems <ul style="list-style-type: none"> - The Hospital Official Trailer #1 - George C. Scott Movie (1971) (YouTube Video) • Surgery preparation video <ul style="list-style-type: none"> - What to Expect-Open Heart surgery (YouTube Video) <p><u>Psychological Stress Part I</u></p> <ul style="list-style-type: none"> • Representation of stress in entertainment media <ul style="list-style-type: none"> - Network - Mad as Hell Scene (YouTube Video) • Stress and Challenge <ul style="list-style-type: none"> - How To Make Stress Your Friend (TED Talk) • Stress and Disease

	<ul style="list-style-type: none"> - Killer Stress: National Geographic (YouTube Video) • <i>Caldwell (2012)</i> <p><u>Week 4 Discussion, Exercise, Practice Quiz</u></p>
5	<p><u>Psychological Stress Part II</u></p> <ul style="list-style-type: none"> • Videos for inducing stress in the laboratory <ul style="list-style-type: none"> - Male genital mutilation ritual from Desmond Morris - The Human Sexes (YouTube Video) - Woodshop- Shop Accidents Montage (YouTube Video) • Facial expression of emotion <ul style="list-style-type: none"> - Human Emotions and Facial Expressions (YouTube Video) - Human Emotions - Lie to Me (YouTube Video) • <i>Lazarus (1993)</i> • Review for Exam I <p><u>Week 5 Discussion, Exercise, Practice Quiz</u></p> <p>Exam I</p>
6	<p><u>The Immune System</u></p> <ul style="list-style-type: none"> • Sneezing and coughing spread germs <ul style="list-style-type: none"> - The Slow-Motion Sneeze (YouTube Video) - The Cough (YouTube Video) • <u>Cellular Immunity</u> <ul style="list-style-type: none"> - Phagocytosis (YouTube Video) • <i>Segerstrom (2007)</i> <p><u>Psychosocial Factors/Stress Moderators I</u></p> <ul style="list-style-type: none"> • Cultural representations of Optimism <ul style="list-style-type: none"> - Ronald Reagan TV Ad: "Its morning in America again" (YouTube Video) - Kaneing: Optimistic People (YouTube Video) • Optimism versus Realism <ul style="list-style-type: none"> - The Optimistic Bias (TED Talk) • Cultural representations of anger and hostility <ul style="list-style-type: none"> - Dr. Phil Asks Angry Teen to Explain Her Rages Caught on Tape (YouTube Video) - Reagan's Nashua Moment (YouTube Video) • Representations of anger and hostility in entertainment media <ul style="list-style-type: none"> - Top 10 Movie Rants (YouTube Video) • <i>Scheier and Carver (1993)</i> <p><u>Week 6 Discussion, Exercise, Practice Quiz</u></p>
7	<p><u>Psychosocial Factors/Stress Moderators II</u></p> <ul style="list-style-type: none"> • Invisible social support <ul style="list-style-type: none"> - Study shows social support most effective when provided "invisibly" (YouTube Video) • Health-promoting social support via digital media <ul style="list-style-type: none"> - Seeking social support (YouTube Video) • News media representations of pets as a source of support

	<ul style="list-style-type: none"> - Study: Pets are good for your health (YouTube Video) • Altruism <ul style="list-style-type: none"> - Acts of Heroism (YouTube Search) - Acts of Kindness (YouTube Search) • <i>Allen (2003)</i> • <i>Zee and Bolger (2019)</i> <p><u>Pain</u></p> <ul style="list-style-type: none"> • A chronic pain patient <ul style="list-style-type: none"> - Portraits of Pain: Ernie Merritt (YouTube Video) • Extreme pain tolerance <ul style="list-style-type: none"> - Amazing Feats of Pain Tolerance (YouTube Search) • Extreme pain insensitivity <ul style="list-style-type: none"> - Pain Insensitivity (YouTube Search) • <i>Patterson et al. (2001)</i> <p><u>Week 7 Discussion, Exercise, Practice Quiz</u></p>
8	<p><u>Management of Stress and Pain</u></p> <ul style="list-style-type: none"> • Cultural representations of the inevitability of stress <ul style="list-style-type: none"> - Inevitability (YouTube Video) • Voluntary control of heart rate <ul style="list-style-type: none"> - Insane Heart Control - The Ultimate Superhuman Stig Severinsen (YouTube Video) - Voluntary, conscious increase of heart rate (YouTube Video) - Simon Borg-Olivier slowing his heart beat (YouTube Video) <p><u>Cardiovascular Disease</u></p> <ul style="list-style-type: none"> • Cardiovascular function and disease <ul style="list-style-type: none"> - How the heart works (YouTube Video) - Atherosclerosis (YouTube Video) - Angina Pectoris (Canvas Media Gallery) - Myocardial Infarction (YouTube Video) - Cardiac Arrest (Canvas Media Gallery) - Congestive Heart Failure (YouTube Video) • Treatment of coronary heart disease <ul style="list-style-type: none"> - Coronary artery bypass graft procedure (YouTube Video) - Percutaneous coronary Intervention stenting (YouTube Video) • Hypertension and cerebrovascular disease <ul style="list-style-type: none"> - Hypertension (YouTube Video) - Understanding Stroke (YouTube Video) • Representations of Type A behavior in entertainment media <ul style="list-style-type: none"> - A Few Good Man "You Can't Handle the Truth" (YouTube Video) • Heart Disease in Women <ul style="list-style-type: none"> - The Single Biggest Health Threat Women Face (TED Talk) • <i>Frasure-Smith and Lesperance (2005)</i> <p><u>Week 8 Discussion, Exercise, Practice Quiz</u></p>
9	<p><u>Cancer</u></p> <ul style="list-style-type: none"> • Cultural representations of cancer <ul style="list-style-type: none"> - MD Anderson answers the question: What is Cancer? (YouTube Video)

- Most prevalent forms of cancer for women and men
 - Breast Cancer (Canvas Media Gallery)
 - [How Prostate Cancer Works \(YouTube Video\)](#)
- Taylor (1983)
- Fagundes et al. (2017)

Infectious Disease: HIV/AIDS and COVID-19

- The etiology of HIV/AIDS
 - [HIV life cycle: How HIV infects a cell and replicates itself \(YouTube Video\)](#)
- The promotion of safer sex
 - [How to Use a Condom \(YouTube Video\)](#)
 - [Reid's Safer Sex Elevator Speech \(YouTube Video\)](#)
 - People Like Us (Canvas Media Gallery)
 - HIV 101 (Canvas Media Gallery)
 - [CDC's Let's Stop HIV Together \(YouTube Video\)](#)
 - [Living With HIV/AIDS - Girls Talk TV \(YouTube Video\)](#)
 - [CDC: Kelly's Story, Let's Stop HIV Together \(YouTube Video\)](#)
- HIV/AIDS and Stigma
 - [Our Treatment of HIV has advanced. Why hasn't the stigma changed? \(TED Talk\)](#)
- Lewis et al. (2013)
- Review for Exam II

Week 9 Discussion, Exercise, Practice Quiz

10

Exam II

Tobacco

- Addiction
 - [Mechanism of Drug Addiction in the Brain \(YouTube Video\)](#)
- Vaping
 - [The Health Habits of Vaping \(YouTube Video\)](#)
- Cigarette advertisement
 - Deadly Persuasion: Cigarette Addiction (Canvas Media Gallery)
- Creation of international markets for cigarettes
 - [Tobacco: Last Week Tonight with John Oliver \(HBO\) \(YouTube Video\)](#)
 - [Last Week Tonight: Irish Plain Packaging Cigarettes \(YouTube Video\)](#)
- Nestler and Malenka (2004)

Week 10 Discussion, Exercise, Practice Quiz

11

Alcohol

- Effects of alcohol on the brain
 - [Alcohol and your Brain \(YouTube Video\)](#)
- College Drinking
 - [Drinking in College: EVERYTHING You Need to Know \(YouTube Video\)](#)
- Advertisement of alcoholic beverages
 - Deadly Persuasion: Alcohol Advertising (Canvas Media Gallery)

Marijuana

- Cultural representations of illicit drugs

- [Reefer Madness ORIGINAL TRAILER \(1936\) \(YouTube Video\)](#)
- [Reefer Madness FULL LENGTH \(1936\) \(YouTube Video\)](#)
- *Davis and Kreek (2019)*

Week 11 Discussion, Exercise, Practice Quiz

12

Sex (Session 23)

- Representations of sex in entertainment media
 - [Everything You Always Wanted to Know About Sex \(1972\) – Part 1 \(YouTube Video\)](#)
 - [Everything You Always Wanted to Know About Sex \(1972\) – Part 2 \(YouTube Video\)](#)
 - [When Harry Met Sally \(1989\) \(YouTube Video\)](#)
- *Maxwell and McNulty (2019)*
- *Ariely and Loewenstein (2005)*

Music and Positive Emotions

- Music and emotions in the cinema
 - [10 - Bolero \(film scene\) \(YouTube Video\)](#)
 - [Bolero \(music only\) \(YouTube Video\)](#)
- Music and mental imagery
 - [Wilhelm Richard Wagner-Flight of the Valkyries \(YouTube Video\)](#)
 - [Beethoven Symphony No.6 "Pastorale" Philharmonic Orchestra \(YouTube Video\)](#)
 - [Mission Impossible theme song \(Original\) \(YouTube Video\)](#)
- The healing power of music and positive emotions?
 - [Healing Effects of Music \(YouTube Search\)](#)
 - [Miracle Cures Positive Emotion \(YouTube Search\)](#)
 - [Wishes Help Keep Pediatric Patients Out of the Hospital \(Nationwide Children's Video\)](#)
- *Fredrickson (2004)*

Week 12 Discussion, Exercise, Practice Quiz

13

Eating and Weight Regulation

- A case of morbid obesity
 - [Obesity | National Geographic \(YouTube Video\)](#)
- The metabolism of fat
 - [Why You Got Fat \(YouTube Video\)](#)
- The fast-food industry
 - [Newsroom: New Wearable Feedbags \(YouTube Video\)](#)
- Extreme caloric restriction
 - [Calorie Restriction--Joseph Cordell \(YouTube Video\)](#)
- Mindfulness intervention for stress eating
 - [The Skinny on Obesity: A Fast-Paced Fast Food Life \(YouTube Video\)](#)
- Diet, Well-Being, and Happiness
 - [Healing Through Diet \(TED Talk\)](#)
- *King (2013)*

Exercise/Body image and Eating Disorders

- The thin idea and corporate advertising over the years
 - [Slim Hopes: Advertising & the Obsession with Thinness \(YouTube Video\)](#)
 - [Killing Us Softly 4 - Trailer \[Featuring Jean Kilbourne\] \(YouTube Video\)](#)

	<ul style="list-style-type: none"> • The beauty industry <ul style="list-style-type: none"> - America the Beautiful (YouTube Video) • <i>Polivy and Herman (2004)</i> • <i>Reynolds (2013)</i> <p><u>Week 13 Discussion, Exercise, Practice Quiz</u></p>
14	<p><u>The Future of Health Psychology</u></p> <ul style="list-style-type: none"> • Personalized medicine <ul style="list-style-type: none"> - Michiel Kanis The future of human health care - (YouTube Video) - Personalized Medicine (Canvas Media Gallery) - Personalised Medicine © AstraZeneca 2013 (YouTube Video) • Stem Cells <ul style="list-style-type: none"> - What are stem cells? How can they be used for medical benefit? (YouTube Video) • Technologies of the future available now <ul style="list-style-type: none"> - Nanomedicine: nanotechnology for cancer treatment (YouTube Video) - 'Terminator' arm is world's most advanced prosthetic limb SWNS TV (YouTube Video) - Bionic Eye Cures Blindness (YouTube Video) - Artificial human ear growing in mice, Rate My Science (YouTube Video) - Artificial Heart (Canvas Media Gallery) - Sheldon tries to determine when he is going to die (YouTube Video) • Robots <ul style="list-style-type: none"> - Buddy: Your Family's Robot Companion (YouTube Video) - Engineering Social Robots: Next Generation (YouTube Video) - The Future of Social Robots (YouTube Video) • The next pandemic? <ul style="list-style-type: none"> - Rising Threat of Infectious Diseases (Canvas Media Gallery) - The Secret Weapon Against Pandemics (TED Talk) • <i>Twenge (2019)</i> <p><u>Week 14 Discussion, Exercise, Practice Quiz</u></p> <ul style="list-style-type: none"> • Review for Exam III
	<p>Final Exam During Finals Week</p>

Note: Citations of reading materials are *italicized*, and the papers will be available on Canvas (see Bibliography); multimedia materials are linked except when only available on Canvas.

Reading List

Allen, K. (2003). Are Pets a Healthy Pleasure? The Influence of Pets on Blood Pressure. *Current Directions in Psychological Science*, 12(6), 236–239. <https://doi.org/10.1046/j.0963-7214.2003.01269.x>

Ariely, D., & Loewenstein, G. (2005). The heat of the moment: The effect of sexual arousal on sexual decision making. *Journal of Behavioral Decision Making*, 19(2), 87–98. <https://doi.org/10.1002/bdm.501>

- Brewer, N. T., & Rimer, B. K. (2008). *Perspectives on Health Behavior Theories That Focus on Individuals*. In Health Behavior and Health Education: Theory, Research, and Practice, 4th Edition (2008). Editors: Karen Glanz, Barbara K. Rimer, K. Viswanath.
- Caldwell, J. A. (2012). Crew Schedules, Sleep Deprivation, and Aviation Performance. *Current Directions in Psychological Science*, 21(2), 85–89. <https://doi.org/10.1177/0963721411435842>
- Davis, K., & Kreek, M. (2019). Opinion | Marijuana Damages Young Brains. *The New York Times*, 5.
- Fagundes, C. P., Murdock, K. W., Chirinos, D. A., & Green, P. A. (2017). Biobehavioral Pathways to Cancer Incidence, Progression, and Quality of Life. *Current Directions in Psychological Science*, 26(6), 548–553. <https://doi.org/10.1177/0963721417720958>
- Frasure-Smith, N., & Lesperance, F. *Depression and Coronary Heart Disease*. *Current Directions in Psychological Science*, 14(1), 6.
- Fredrickson, B. L. (2004). The broaden-and-build theory of positive emotions. *Philosophical Transactions of the Royal Society of London. Series B: Biological Sciences*, 359(1449), 1367–1377. <https://doi.org/10.1098/rstb.2004.1512>
- King, B. M. (2013). The modern obesity epidemic, ancestral hunter-gatherers, and the sensory/reward control of food intake. *American Psychologist*, 68(2), 88–96. <https://doi.org/10.1037/a0030684>
- Klahr, D., & Simon, H. A. (2001). What Have Psychologists (And Others) Discovered About the Process of Scientific Discovery? *Current Directions in Psychological Science*, 10(3), 75–79. <https://doi.org/10.1111/1467-8721.00119>
- Lazarus (1993) From Psychological Stress to the Emotions: A History of Changing Outlooks. *Annual Review of Psychology*, 44, 1-21.pdf.
- Lewis, M. A., Uhrig, J. D., Bann, C. M., Harris, J. L., Furberg, R. D., Coomes, C., & Kuhns, L. M. (2013). Tailored text messaging intervention for HIV adherence: A proof-of-concept study. *Health Psychology*, 32(3), 248–253. <https://doi.org/10.1037/a0028109>
- Maxwell, J. A., & McNulty, J. K. (2019). No Longer in a Dry Spell: The Developing Understanding of How Sex Influences Romantic Relationships. *Current Directions in Psychological Science*, 28(1), 102–107. <https://doi.org/10.1177/0963721418806690>
- Nestler, E., & Malenka, R. (2004). The addicted Brain. *Scientific American*, March, 290, 78-85.
- Ofri, D. (2011). Stereotyping Patients, and Their Ailments. *New York Times*, June.

- Patterson, R. E., Satia, J. A., Kristal, A. R., Neuhouser, M. L., & Drewnowski, A. (2001). Is There a Consumer Backlash Against the Diet and Health Message? *Journal of the American Dietetic Association*, *101*(1), 37–41.
[https://doi.org/10.1016/S0002-8223\(01\)00010-4](https://doi.org/10.1016/S0002-8223(01)00010-4)
- Polivy, J., & Herman, P. (2004). Sociocultural Idealization Of Thin Female Body Shapes: An Introduction To The Special Issue On Body Image And Eating Disorders. *Journal of Social and Clinical Psychology*, *23*, 1-6.
- Reynolds, G. (2013). The Power of a Daily Bout of Exercise. *New York Times*, November.
- Ryff, C., & Singer, B. (1998). The Contours of Positive Human Health. *Psychological Inquiry*, *9*, 1-28.
- Scheier, M. F., & Carver, C. S. (1993). On the Power of Positive Thinking: The Benefits of Being Optimistic. *Current Directions in Psychological Science*, *2*(1), 26–30. <https://doi.org/10.1111/1467-8721.ep10770572>
- Schneiderman, N. (2004). Psychosocial, Behavioral, and Biological Aspects of Chronic Diseases. *Current Directions in Psychological Science*, *13*(6), 247–251. <https://doi.org/10.1111/j.0963-7214.2004.00318>.
- Segerstrom, S. C. (2007). Stress, Energy, and Immunity: An Ecological View. *Current Directions in Psychological Science*, *16*(6), 326–330. <https://doi.org/10.1111/j.1467-8721.2007.00522>.
- Springer (2009) Machismo and Use of Health Care.pdf*.
- Taylor, S. E. (1983). Adjustment to Threatening Events. *American Psychologist*, *38*, 1161-1173.
- Twenge, J. M. (2019). More Time on Technology, Less Happiness? Associations between Digital-Media Use and Psychological Well-Being. *Current Directions in Psychological Science*, *28*(4), 372–379.
<https://doi.org/10.1177/0963721419838244>
- Zee, K. S., & Bolger, N. (2019). Visible and Invisible Social Support: How, Why, and When. *Current Directions in Psychological Science*, *28*(3), 314–320. <https://doi.org/10.1177/0963721419835214>

Additional Notes

1. **Diversity, Climate, and Inclusivity**. In teaching this course I am committed to ensuring an inclusive, diverse, and supportive environment for all students irrespective of race, ethnicity, religion, national origin, immigration status, marital status, sex, sexual orientation, gender identity or expression, age, political affiliation, socioeconomic status, disability or medical history/conditions, veteran status, first generational/non-traditional student status, or any other characteristic protected by law. Rutgers University supports this [commitment](#).
2. Please contact the instructor with questions about course material. The best way is by **posting your question to Canvas “Discussions”** where others may benefit from your asking them and often help to answer them.
3. This class necessarily involves material having to do with anatomy, sickness, disability, death, and personal behaviors such as sex and drug/alcohol use that are related to health.
4. If you expect to fall behind on course activities, 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.

5. If you have trouble downloading materials from Canvas, please use the “Help” tab on the left side of the Canvas website and/or get help at one of the University computer labs, because it is unlikely that I will be able to help since the issues are usually local to your PC/browser/printer. Sometimes the problem is solved by: (a) making sure you respond to a question about copyright issues in a window that may be open but hidden somewhere on your screen; (b) saving the file before opening; (c) upgrading to the latest version of relevant software (e.g., Adobe Reader).
6. **It is expected that you will make every effort to take all exams within the time frame in which they will be posted, which will allow for your other scheduled academic and work activity.** Students unable to do so are asked to let me know in advance when this is possible.
7. **Exercises must be completed based on the student’s own, independent work.** Plagiarism is unacceptable. **Rutgers Academic Integrity Policy:** <http://academicintegrity.rutgers.edu/academic-integrity-policy/>. For additional information and resources regarding plagiarism see the information and links at the end of this syllabus.
8. All grades will be posted electronically. Students are responsible for contacting the Instructure within a week if they believe they have not received credit for submitted Exercises/exams they have taken.
9. **It is expected that students will complete course evaluations for this class.** Course evaluations, both the ratings and especially the comments, provide critical feedback for improving courses and for helping students to make decisions about course selection. Over the past many years, student evaluations have led to many improvements in Health Psychology. Please help your fellow/future students by providing evaluative ratings and comments when the time comes at the end of the semester.
10. **All grades are final and non-negotiable.** Some students may feel they “just missed” the next highest final course grade, for example, because they were sick or under a lot of stress during exam periods. But remember, you will have come that close to the next highest grade based in part on fairly easy Exercises, exercises, exams that may include bonus questions, and possible exam grade curves. Also, if I were to lower the cutoff to raise the letter grade for a student who “just misses” the next highest grade, there would be another student who scored slightly lower who now would “just miss” the new cutoff, and the logical conclusion would be to keep lowering the cutoff until everyone receives an “A”. Such grades would be meaningless.
11. **There are no individualized extra credit opportunities.** I cannot negotiate extra credit opportunities for individual students because it would not be fair to the others. And I cannot work separately with each student until all students are satisfied with their grades. Note that many of the Exercises and exercises are simple and only require following straightforward directions; several do not even have right or wrong answers, and just require thoughtfulness and effort in expressing your beliefs/opinions. A lot of information will be provided to guide efforts to prepare for the exams, including practice quizzes and specifics about what will and will not be covered. And you may be able to earn extra credit on bonus exam questions, even by guessing the correct answer. Please do not contact me to request further extra credit opportunities or just to let me know you were not satisfied with your grade. I do not under any circumstances offer individualized “extra credit” opportunities because I believe a grading system is only fair if it is based on the same exams/Exercises for all students.
12. The lectures and course web page are my personal intellectual property. I view the sale or purchase of these materials as a violation of copyright laws.

Student-Wellness/Support Services

Report a Bias Incident: If you experience or witness an act of bias or hate, report it to someone in authority. You may file a report online and you will be contacted within 24 hours. The bias reporting page is [here](#).

[Click here to report a bias incident](#)

Bias is defined by the University as an act, verbal, written, physical, psychological, that threatens, or harms a person or group on the basis of race, religion, color, sex, age, sexual orientation, gender identity or expression, national origin, ancestry, disability, marital status, civil union status, domestic partnership status, atypical heredity or cellular blood trait, military service or veteran status.

Counseling, ADAP & Psychiatric Services (CAPS): <http://health.rutgers.edu/medical-counseling-services/counseling/>

(848) 932-7884/17 Senior Street, New Brunswick, NJ 08901

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): www.vpva.rutgers.edu/

(848) 932-1181/3 Bartlett Street, New Brunswick, NJ 08901

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 or to reach an advocate after hours, call 848-932-1181.

Disability Services: <https://ods.rutgers.edu/>

(848) 445-6800/LSH, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854

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>.

Just In Case Web App: <http://www.justincaseforcolleges.com/faq/>

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.

Caring Contact: <https://caringcontact.org/>

(908) 232-2880; A listening/support community

National Suicide Prevention Lifeline: <https://suicidepreventionlifeline.org/>

(800) 273-8255; 24/7 support for people in distress

Cheating and Plagiarism

(Adapted from the spring 2010 syllabus for Prof. Andy Egan's 01:730: 252 Eating Right:

The Ethics of Food Choices and Food Policies)

Longer version: Cheating or plagiarizing deprives you of the educational benefits of preparing these materials appropriately. It is personally dishonest to cheat on a test or to hand in a paper based on the unacknowledged words or ideas of someone else. It is also unfair, since it gives you an undeserved advantage over fellow students who are graded on their own work. In this class we will take cheating very seriously. Suspected cases of cheating/plagiarism may be referred to the Office of Judicial Affairs. I advise you to familiarize yourself with University policy on Academic Integrity: <http://academicintegrity.rutgers.edu/academic-integrity-policy>

Since what counts as plagiarism is not always clear, I quote the definition given in Rutgers' policy:

“Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit.” To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word from an oral, printed, or electronic source without proper attribution
- Paraphrasing without proper attribution
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement

- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources without proper attribution.

A SPECIAL NOTE: Students often assume that because information is available on the Web it is public information, does not need to be formally referenced, and can be used without attribution. This is a mistake. **All** information and ideas that you derive from other sources, whether written, spoken, or electronic, must be attributed to their original source. Such sources include not just written or electronic materials, but people with whom you may discuss your ideas, such as your roommate, friends, or family members. They deserve credit for their contributions too!

Judgments about plagiarism can be subtle. If you have any questions, please feel free to ask for guidance from your TA.

Useful Links

Online schedule of classes: <http://sis.rutgers.edu/soc/>

Building search: <https://maps.rutgers.edu/>

Plagiarism/Documenting your work:

General academic integrity Link: <http://academicintegrity.rutgers.edu/>

Academic integrity resources for students: <http://academicintegrity.rutgers.edu/resources-for-students>

The Camden plagiarism tutorial (INTERACTIVE):

<http://library.camden.rutgers.edu/EducationalModules/Plagiarism/>

Consult don't plagiarize: Document your research! For tips about how to take notes so that you don't plagiarize by accident. http://www.libraries.rutgers.edu/avoid_plagiarism

Online learning tools from Rutgers University Libraries including Rutgers RIOT, Searchpath and RefWorks: <http://www.libraries.rutgers.edu/tutorials>

Academic support programs: <http://newbrunswick.rutgers.edu/academics/academic-support>

Final Exams:

Policies: <http://nbbregistrar.rutgers.edu/facstaff/examrules.htm> and <https://www.sas.rutgers.edu/cms/sasoue/policies-resources/exams/15-policies-resources/policies/65-final-exams-policies>

Schedule: <http://finalexams.rutgers.edu/>