

Psychosocial Foundations of Health and Medicine
01:830:308:90

INSTRUCTOR:

Professor Lyra Stein

Email: Lyra@psych.rutgers.edu

Office Hours on Zoom Mondays 1-2

Zoom Link:

<https://rutgers.zoom.us/j/98638823259?pwd=bXBVUnh1c0swdzZ5VXhaQkU3UXEvUT09> **Passcode:**
901935

In person Wednesdays 2-3 in Tillet 221 (starting Feb. 2)

COURSE DESCRIPTION:

This course will provide students with the conceptual, methodological, and substantive background in psychosocial perspectives on health and medicine. The topics loosely follow many of the foundational concepts of psychology and sociology in medicine.

COURSE OBJECTIVES:

- To understand the basic methods and concepts used in psychological and sociological research.
- To identify the ways that psychosocial factors affect patients' health and health behaviors.
- To recognize the ways that social stratification (e.g. race, class, gender, and age) affect access to health-enhancing resources and services.
- To understand the psychosocial factors that affect diagnosis and treatment.
- To help students apply above principles to hypothetical doctor-patient relationships.

CURRENT ACADEMIC INTEGRITY POLICY:

<http://academicintegrity.rutgers.edu> *Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity.*

General Academic Integrity Link:

<http://academicintegrity.rutgers.edu/>

LEARNING RESOURCES:

All course materials can be found in the modules section of Canvas. . The tab for each topic will link you to all assigned readings, videos, etc.

COURSE POLICIES:

PREREQUISITES: General Psychology (830:101) OR Introduction to Sociology (920:101).

IN PERSON MEETING AND EXAMS: There will be one introductory meeting for this course along with a midterm and final exam.

First Meeting: FRIDAY 1/21/22 from 11am-12pm

<https://rutgers.zoom.us/j/98234571091?pwd=bEpxdmtadVJ2bnNySmNhT1lHQ2xtdz09> Passcode 960486

Midterm Exam: Friday 3/4 from 12:00-1:20 on Canvas

Final: TBA

TECHNOLOGY:

TECHNICAL PROBLEMS: In an online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure, systemic failure). Many of these can be resolved relatively quickly, but if you wait to the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately.

Technical questions should be directed to the Rutgers OIRT (Office of Instructional and Research Technology):

- help@oit.rutgers.edu
- 833-648-4357
- <https://canvas.rutgers.edu/canvas-help/>

EVALUATION: Midterm: 20%

Final: 20%

Discussions: 20%

Assignments: 20%

Quizzes: 10%

Final paper: 10%

Grading Scale						
A = 90+	B+ = 85-89	B = 80-84	C+ = 75-79	C = 70-74	D = 60-69	F = Below 60

Note: There will be no adjustments to grades unless there is a grading error. FINAL GRADES ARE NOT ROUNDED UP.

EXAMS:

Exam content will include all material from the course - articles, book chapters, videos, TED Talks, discussions, etc. Exam questions can come from ANY of the discussion threads for a given topic.

Therefore, you should read through all the discussion groups to see the main points covered -- not only the one assigned to you.

I will post study guides before the midterm and the final.

ACCOMMODATIONS: The Rutgers Office of Disability Services evaluates students and provides documentation about necessary accommodations. Students who need accommodations in class must do so through the Rutgers Disabilities Services Office. See <https://ods.rutgers.edu/> for details.

If you need special accommodations, let me know early in the semester. If you need extra time on exams, you must bring me Letter of Accommodation from the disability office to sign at least one week prior to the first exam.

COUNSELING: College can be an overwhelming time. If you find yourself having a difficult time coping, please refer to <http://rhscaps.rutgers.edu/> where you can see an overview of support services available at Rutgers.

ASSIGNMENTS: Every week you will be required to either post to a group discussion forum (further details below) or submit an assignment. There will be several weekly quiz questions in Canvas on readings or videos you are assigned. The lowest group discussion score, assignment score, and quiz scores will be dropped. You will be given details about the paper later in the semester – the focus will be applying theory to practice. **It is your responsibility to ensure that the correct version of the correct assignment is uploaded. Make sure to check if the attachment is uploaded before the due date. If I cannot open your assignment or you submit the wrong assignment, you will receive a 0. Please do not submit Google Docs**

LATE POLICY: Unless prior arrangements are made with the instructors, no late assignments will be accepted. Exceptions will be in the case of emergencies, and late penalties will be made on a case-by-case basis. Notify me, via email, in case of an emergency.

COMMUNICATION: For general questions about the course, policies, etc., and clarification questions that other students could benefit from, post in the General Discussion Forum. For personal questions and issues, e-mail me directly. I will respond to your e-mail within 24-48 hours.

Make sure to read your e-mail and all the announcements on Canvas. There may be important changes in assignments and important clarifications; you are responsible for all changes announced.

DISCUSSION BOARD: Discussion Boards give you opportunity to share your ideas and get feedback from others in class. The discussion board questions are related to the week's assignments.

For the first week, you will be posting an introduction to all members of the class (or upload a video introduction). For subsequent groups, you will be divided into groups for the remainder of the semester. However, you should read posts in all groups.

Your participation in the discussion boards requires at least three posts: one original post by Thursday at 11:59pm, one response to your fellow students in another group (**with new information from the lecture**) by Fridays at 11:59pm (all things being equal, try to respond to someone who has not had a response yet). And you should also respond to questions or comments addressed directly to you by the professor or a classmate by Mondays at 11:59pm.

Your original post should be at least 150 words in length. Your replies to your peers should be at least 75 words. Responses to comments can be any length.

A new discussion board will be opened each Sunday night at 11:59 p.m.

Your response to the discussion question is due on **Thursdays by 11:59 p.m.**

A reply to fellow student (with new information from the lecture) is due on **Fridays by 11:59 p.m.** Earlier responses are encouraged. In your replies, make sure you address the person you are responding to by name. Responses to your comments are due the following **Mondays by 11:59 p.m.**

You can find the rubric for grading discussion posts on Canvas.

ATTENDANCE POLICY:

You bear the responsibility for fulfilling all course expectations in a timely and responsible manner. If you miss an exam, assignment or discussion post, please go to the Deans Office

<http://deanofstudents.rutgers.edu/> and present your evidence of absence and have the Dean send a note.

University attendance policy is at <http://sasundergrad.rutgers.edu/academics/courses/registration-and-course-policies/attendance-and-cancellation-of-class>

Cheating and Plagiarism

Short version: Don't cheat. Don't plagiarize.

Longer version: Cheating on tests or plagiarizing materials in your papers 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 unacknowledged words or ideas that someone else originated. It is also unfair, since it gives you an undeserved advantage over your fellow students who are graded on the basis of their own work. In this class we will take cheating very seriously. All suspected cases of cheating and plagiarism will be automatically referred to the Office of Judicial Affairs, and we will recommend penalties appropriate to the gravity of the infraction. The university's policy on Academic Integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy>¹ I strongly advise you to familiarize yourself with this document, both for this class and for your other classes and future work. To help protect you, and future students, from plagiarism, we require all papers to be submitted through Turnitin.com.

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 (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.

¹ This web link was corrected on Sept. 13, 2015. S. Lawrence

- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- 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 nontextual material from other sources without proper attribution.²

Honor pledge:

You are not allowed to screenshot questions, copy questions, or distribute the questions to any individual or onto any website. Anyone who does this will fail the exam and possibly the course. You also may not communicate with others during the exam, which is grounds for failure according to the Rutgers office of academic integrity and student conduct. By clicking "Begin Assessment," on the exams, you agree to these conditions.

Here are some links for APA Style:

<http://owl.english.purdue.edu/owl/resource/560/02/>
<http://owl.english.purdue.edu/owl/resource/560/03/>
<http://owl.english.purdue.edu/owl/resource/560/05/>
<http://owl.english.purdue.edu/owl/resource/560/06/>
<http://owl.english.purdue.edu/owl/resource/560/07/>
<http://owl.english.purdue.edu/owl/resource/560/08/>
<http://owl.english.purdue.edu/owl/resource/560/09/>
<http://owl.english.purdue.edu/owl/resource/560/10/>
<http://owl.english.purdue.edu/owl/resource/560/11/>

² <http://academicintegrity.rutgers.edu/academic-integrity-policy/> Updated with the University's current language on July 13, 2012 and web link was corrected on Sept. 13, 2015. S. Lawrence.

LECTURE TOPICS

(All dates are approximate and changes will be announced in class)

Week of:	Topic	Assignments Due
1/17	<p>Lesson 1: Introduction to Sociology and Psychology Chapter 1: “What is Sociology?” Page 3-8.</p> <p>Chapter 1: “Introducing Psychology” (Word Doc), Pages 1-8.</p> <p>Davis, J. (1993). Psychological versus sociological explanations for delinquent conduct and gang formation. <i>Journal of Contemporary Criminal Justice</i>, 9(2), 81-93.</p> <p>Holtz, T. H., Holmes, S., Stonington, S., & Eisenberg, L. (2006). Health is still social: contemporary examples in the age of the genome. <i>PLoS Medicine</i>, 3(10), e419.</p> <p>Introductions in forum</p>	<p>First Meeting: FRIDAY 1/21/22 from 11am-12pm.</p> <p>https://rutgers.zoom.us/j/98234571091?pwd=bEpxdmtadVJ2bnNySmNhT1lHQ2xtdz09 Passcode 960486</p> <p>Introductions</p>
1/24	<p>Lesson 2: Perspectives on Health and Illness</p> <p>Druss and Walker, “Medical Disorders and Comorbidity,” <i>The Synthesis Project: New Insights from Research Results</i>, Pages 1-18.</p> <p>Cockerham, Chapter 1: “Medical Sociology,” <i>Medical Sociology</i>, Pages 1-20.</p> <p>Kaczmarek, E. (2019). How to distinguish medicalization from over-medicalization? <i>Medicine, Health Care and Philosophy</i>, 22(1), 119-128.</p> <p>“Health Psychology” in Chamberlain, K., Murray, M., Willig, C., & Rogers, W. S. (2013). <i>The Sage handbook of qualitative research in psychology</i>. 1-55.</p> <p>VIDEO: Ivan Oransky: Are we over-medicalized?</p>	<p>Discussion #1 posts: Initial Post Thursday 1/27; Replies to Peers Friday 1/28; Follow Ups Monday 1/31, all by 11:59pm</p>
1/31	<p>Lesson 3: Human Development</p> <p>Mikulincer and Shaver, “Attachment Security, Compassion and Altruism.” <i>Current Directions in Psychological Science</i> 14(34), 2005, Page 34-37.</p>	<p>Assignment #1 due Sunday 2/6 11:59pm</p>

	<p>Giddens et al, Chapter 4: “Socialization and the Life Cycle,” <i>Introduction to Sociology</i>, Pages 81-101.</p> <p>VIDEO: “Piaget’s Stages of Development.” (6 mins)</p>	
2/7	<p>Lesson 4: Memory and Learning</p> <p>Zerubavel, Introduction: “The Social Structure of Memory,” <i>Time Maps</i> (2003), Pages 1-10</p> <p>Holguín-Veras, “Japan’s 1,000-year-old warning.” <i>Los Angeles Times</i> (2012)</p> <p>Spinney, L. (2016). Our collective memory, like individual memory, is shockingly fallible. British Psychological Society BPS Blog, 22.</p> <p>VIDEO: Aging: It’s not what you think. Thad Polk</p> <p>VIDEO: Elizabeth Loftus, “How reliable is your memory?” TED (2013). (17 mins)</p> <p>VIDEO: Elizabeth Lofuts, “False Memories: Lost in a shopping mall” (2008). (2 mins)</p> <p>VIDEO: Jennifer Thompson & Ronald Cotton, 60 Minutes Special, “Picking Cotton” (2011). (15 mins)</p>	<p>Discussion #2 posts: Initial Post Thursday 2/10; Replies to Peers Friday 2/11; Follow Ups Monday 2/14, all by 11:59pm</p>
2/14	<p>Lesson 5: Language and Cognition</p> <p>Zerubavel, Chapter 1: “The Sociology of the Mind,” <i>Social Mindscapes</i> (1997), Pages 1-22.</p> <p>Pawlikowska et al, “Verbal and non-verbal behavior of doctors and patients in primary care consultations: How this relates to patient enablement,” <i>Patient and Education Counseling</i> 86 (2012), Pages 70-75.</p> <p>VIDEO: : Can Language affect how you spend your money?</p>	<p>Assignment #2 due Sunday 2/20, 11:59pm</p>
2/21	<p>Lesson 6: Psychological and Sociological Perspectives on Mental Health</p>	<p>Discussion #3 Posts: Initial Post Thursday 2/24; Replies to Peers Friday 2/25; Follow Ups Monday 2/28, all by 11:59pm</p>

	<p>Busfield, Introduction: "Rethinking the sociology of mental health," <i>Sociology of Health and Illness</i> 22(5) (2000), Pages 543-555</p> <p>Horwitz and Wakefield, Chapter 2: "The Anatomy of Normal Sadness," <i>The Loss of Sadness: How Psychiatry Transformed Normal Sorrow into Depressive Disorder</i> (2007), Pages 27-52.</p> <p>Kleinman, "What is a Psychiatric Diagnosis?" in "Culture and the Definition of Mental Illness" (2006), Pages 63-73.</p> <p>VIDEO: BBC World News, "Hikikomori in Japan." (2013). (6 mins)</p>	
2/28	MIDTERM	Midterm Exam: Friday 3/4 from 12:00-1:20 on Canvas
3/7	<p>Lesson 7: Emotion</p> <p>Roter et al, "The Expression of Emotion Through Nonverbal Behavior in Medical Visits," <i>Journal of General Internal Medicine</i>, (2006), Pages S28-S33.</p> <p>Keltner, D., & Cordaro, D. T. (2017). Understanding multimodal emotional expressions: Recent advances in basic emotion theory. <i>The science of facial expression</i>, 57-75.</p> <p>VIDEO: "Simulated Interview Demonstration of Patient and her Husband." (2013). (17 mins)</p> <p>VIDEO: "Mirror Neurons." NOVA ScienceNOW, PBS, (2005). (14 mins)</p> <p>VIDEO: Dateline, "Lying." (2011). (13 mins)</p>	<p>Assignment #3 due Sunday 3/13 11:59pm</p>
3/14	Spring Break	
3/21	<p>Lesson 8: Stigma and Discrimination</p> <p>Link, B. G., & Phelan, J. C. (2001). Conceptualizing stigma. <i>Annual review of Sociology</i>, 27(1), 363-385.</p> <p>Sickel, A. E., Seacat, J. D., & Nabors, N. A. (2014). Mental health stigma update: A review of consequences. <i>Advances in Mental Health</i>, 12(3), 202-215.</p>	<p>Discussion # Posts: Initial Post Thursday 3/24; Replies to Peers Friday 3/25; Follow Ups Monday 3/28, all by 11:59pm</p>

	<p>Chapman et al, “Physicians and Implicit Bias: How Doctors May Unwittingly Perpetuate Health Care Disparities,” <i>Journal of General Internal Medicine</i> 28(11), (2013), Pages 1504-1508.</p> <p>VIDEO: “ Weight Stigma” Rebecca Pearl</p>	
3/28	<p>Lesson 9: Personality, Identity, and Status</p> <p>Clack et al, (Myers-Briggs) “Personality differences between doctors and their patients: implications for the teaching of communication skills,” <i>Medical Education</i> (2004), Pages 177-184.</p> <p>Chapman et al, “Personality and Longevity: Knowns, Unknowns, and Implications for Public Health and Personalized Medicine,” <i>Journal of Aging Research</i> (2011), Pages 1-16.</p> <p>Kaiser, “The meaning of the survivor identity for women with breast cancer,” <i>Social Science and Medicine</i> 67 (2008), Pages 79-86.</p> <p>VIDEO: Little, “Who are you, really? The puzzle of personality,” TED (2016). (15 mins)</p>	<p>Assignment #4 due Sunday 4/3 at 11:59pm</p>
4/4	<p>Lesson 10: Social Psychology</p> <p>Hamilton, K., Smith, S. R., Keech, J. J., Moyers, S. A., & Hagger, M. S. (2020). Application of the Health Action Process Approach to Social Distancing Behavior During COVID-19. <i>Applied Psychology: Health and Well-Being</i>, 12(4), 1244-1269.</p> <p>Stone and Moskowitz, “Non-conscious bias in in medical decision making: what can be done to reduce it?” <i>Medical Education</i> (2011), Pages 1-7.</p> <p>VIDEO: Why It’s So Hard to Make Healthy Decisions. David Asch</p>	<p>Discussion #5 Posts: Initial Post Thursday 4/7; Replies to Peers Friday 4/8; Follow Ups Monday 4/11, all by 11:59pm</p>
4/11	<p>Lesson 11: Health and Healthcare Disparities</p>	<p>Assignment #5 due Sunday 4/17, 11:59pm</p>

	<p>Selden, T. M., & Berdahl, T. A. (2020). COVID-19 And Racial/Ethnic Disparities In Health Risk, Employment, And Household Composition: Study examines potential explanations for racial-ethnic disparities in COVID-19 hospitalizations and mortality. <i>Health Affairs</i>, 39(9), 1624-1632.</p> <p>Cockerham, Chapter 3: “Social Demography of Health: Social Class,” Pages 48-67.</p> <p>Chapter 4: “The Social Demography of Health: Gender, Age, and Race,” Pages 69-95.</p> <p>VIDEO: “Unnatural Causes,” In Sickness and Wealth Episode 1, <i>Health in America</i>, (2008).</p>	
4/18	<p>Lesson 12: Stress/Positive Psychology</p> <p>Aspinwall and Tedeschi, “The Value of Positive Psychology for Health Psychology: Progress and Pitfalls in Examining the Relation of Positive Phenomena to Health,” <i>Annals of Behavioral Medicine</i> 39, (2010), Pages 4-12.</p> <p>Coyne et al, “Positive Psychology in Cancer Care: A Story Line Resistant to Evidence,” <i>Annals of Behavioral Medicine</i> 39 (2010), Pages 35-41.</p> <p>Say et al, “Patients’ preference for involvement in medical decision making: A narrative review,” <i>Patient Education and Counseling</i> 60 (2006), Pages 102-113.</p> <p>VIDEO: Schwartz, “The paradox of choice.” TED (2007). (20 mins)</p>	<p>Discussion #6 Posts: Initial Post Thursday 4/21; Replies to Peers Friday 4/22; Follow Ups Monday 4/25, all by 11:59pm</p>
4/25	<p>Lesson 13: Power, Authority, and Institutions</p> <p>Horwitz, Chapter 4: “Pharmaceuticals and the Medicalization of Social Life,” <i>The Risks of Prescription Drugs</i>, Ed. Donald Light (2010), Pages 92-112.</p> <p>Kolodny, A., Courtwright, D. T., Hwang, C. S., Kreiner, P., Eadie, J. L., Clark, T. W., & Alexander, G. C. (2015). The prescription opioid and heroin crisis: a public health approach to an epidemic of addiction. <i>Annual review of public health</i>, 36.</p>	<p>Assignment #6 due Sunday 5/1 at 11:59pm</p>

	VIDEO: Media Education Foundation, " Big Bucks, Big Pharma: Marketing Disease and Pushing Drugs. " (2006). (5 mins)	
5/4	Final Paper	Final Paper due Wednesday 5/4 11:59pm Final exam TBA

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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.