

Health Psychology 01:830:377:02 index 07824

Syllabus Fall 2014

Last updated September 5, 2014

Professor: Gretchen Chapman

E-mail: gretchen.chapman@rutgers.edu

Office: Psychology Building room 215, Busch Campus

Office Hours: Mon 10:00–11:00 am & by appointment

Phone: (848) 445-2640, Fax: (732) 445-2263

Gretchen Chapman is Professor of Psychology at Rutgers. Her research focuses on decision making & health behavior

Teaching Assistant: Christina Boyce-Jacino

E-mail: cbjacino@gmail.com, Phone: (848) 445-8918

Office: Psychology Building room 221, Busch Campus

Office Hours: Wednesdays 5:00 – 7:00 pm



Class time and location

Rutgers University Psychology 01:830:377:02 Fall 2014 semester

Mon & Wed 5th period (3:20 - 4:40 pm) Pharmacy Building room 115 (Busch Campus)

Course Description

This undergraduate lecture class will examine psychological mechanisms that affect physical health, including the psychological principles that govern health behavior and health promotion, stress, and coping with pain and chronic disease. We will also examine the cognitive processes underlying screening decisions, risk comprehension, and medical decision making.

How to reach the professor:

Office Hours: Mondays 10:00 – 11:00 am in the Psychology Building room 215, Busch Campus. Feel free to drop in; no appointment needed. If this time doesn't work for you, set up a meeting by e-mailing me with 3 suggested times you are available. I am also usually available to talk for a few minutes right before or after class, if you have a quick question.

E-mail: gretchen.chapman@rutgers.edu . E-mail is an excellent way to reach me. When sending e-mail to me, use your Rutgers e-mail account. E-mail sent via other ISPs may be categorized as SPAM by my system and consequently would not reach me.

Phone: (848) 445-2640. Feel free to call. But if you don't reach me and need to leave a message, e-mail is more reliable way to get the message to me.

Readings

Text Book:

Taylor, Shelley. (2015). Health Psychology. McGraw-Hill Companies

8th edition: ISBN-10: 0071086862 or ISBN-13: 978-0071086868

Or 9th edition: ISBN 978-0-07-786181-0 (*You may get either the 8th or 9th edition.*)

Clicker:

Turning Technology, ResponseCard RF-LCD: 978-1-934931-40-0

Clicker questions will be used in-class questions to confirm that you have done the readings, check comprehension of lecture material, and for interactive demos.

Web resources: Check the course sakai page for assigned web resources.

Journal articles:

We'll also be reading some journal article that are provided on the course sakai website.

Journal article reading assignments

Due Date Journal Article

1-Oct	Chapman, G.B., Li, M., Colby, H., & Yoon, H. (2010). Opting in versus opting out of influenza vaccination. <i>JAMA</i> , 304(1), 43-44.
1-Dec	Johnson E.J. & Goldstein D. (2003). Do defaults save lives? <i>Science</i> , 302, 1338-1339.
20-Oct	Paulos, J.A. (December 10, 2009). Mammogram math. <i>New York Times Magazine</i> .
10-Dec	Croskerry, P. (2013). From Mindless to Mindful Practice — Cognitive Bias and Clinical Decision Making. <i>NEJM</i> , 368(26), 2445-2448.
22-Oct	Gigerenzer, G. (2013). Five year survival rates can mislead. <i>BMJ</i> , 346, F548.
22-Oct	Wang, S. (2014). How to think about the risk of autism. <i>New York Times</i> , March 29 2014.
24-Sep	DeAngelis, T. (2014). Thank you for not smoking. <i>Monitor on Psychology</i> , March 2014, 41-46.
22-Sep	Mann, T., Tomiyama, A. J., Westling, E., Lew, A-M., Samuels, B., & Chatman, J. (2007). Medicare's search for effective obesity treatments: Diets are not the answer. <i>American Psychologist</i> , 62(3), 220-233.
29-Oct	Epstein, R.M. & Peters, E. (2009). Beyond information: Exploring patients' preferences. <i>JAMA</i> , 302(2), 195-197.
10-Nov	Crum, A.J. & Langer, E.J. (2007). Mind-set matters: Exercise and the placebo effect. <i>Psychological Science</i> , 18(2), 165-171.
10-Nov	Offit, P.A. (2012). Studying complementary and alternative therapies. <i>JAMA</i> , 307(17) 1803-1804.
8-Dec	Cohen, S. & Pressman, S.D. (2006). Positive affect and health. <i>Current Directions in Psychological Science</i> , 15(3), 122-125.

Schedule

Date	Topic	Reading Assignment
W 3-Sep	Introduction	Ch 1 & 2
M 8-Sep	Health Behavior	Ch 3
W 10-Sep	Exercise	Ch 4
M 15-Sep	Sexual behavior	contraception
W 17-Sep	Dietary behavior	Ch 4, cont.
M 22-Sep	Obesity	Ch 5 & Mann et al. (2007)
W 24-Sep	Smoking, substance use	Ch 5, cont. & DeAngelis (2014)
M 29-Sep	Infectious disease	patient zero
W 1-Oct	Vaccination	Chapman et al. (2010)
M 6-Oct	Midterm #1	
W 8-Oct	Stress	Ch 6
M 13-Oct	Coping with stress	Ch 7
W 15-Oct	Seeking health care	Ch 8
M 20-Oct	Screening & diagnosis	Paulos (2009)
W 22-Oct	Risk	Gigerenzer (2013), Wang (2014)
M 27-Oct	Obamacare	Slate article
W 29-Oct	Patient-provider communication	Ch 9 & Epstein & Peters (2009)
M 3-Nov	CAM	Ch 9, cont. & Offit (2012)
W 5-Nov	Midterm #2	
M 10-Nov	Placebo	Ch 9, cont. & Crum & Langer (2007)
W 12-Nov	Pain	Ch 10
M 17-Nov	Chronic illness	Ch 11
W 19-Nov	Terminal illness	Ch 12
M 24-Nov	no class	
W 26-Nov	no class	
M 1-Dec	End of life	Johnson & Goldstein (2003)
W 3-Dec	Heart disease & diabetes	Ch 13
M 8-Dec	PNI	Ch 14 & Cohen & Pressman (2006)
W 10-Dec	medical decision making	Croskerry (2013)
Fri 19-Dec	Final Exam 12:00 - 3:00 PM	

Exams & Grading

The grading for this class this class will be based on three exams plus clicker points:

Points	Assignment	Due Date
10	Clicker points	
30	Midterm Exam #1	Mon Oct 6
30	Midterm Exam #2	Wed Nov 5
30	Final exam	Fri Dec 19

Laptops and tablet computers are welcome in class but should never be used for activities unrelated to class, such as social media, e-mail, checking sports scores, surfing, etc. No texting or use of cell phones, either, please.

Description of exams and other sources of grades:

- **Attendance policy.** I expect you to attend virtually every class and to do the assigned readings prior to each class. Although this is a large lecture class, we will have class discussion, and your input adds to the quality of the class. I will not take attendance apart from recording clicker points. Thus, the clicker points (described below) reflect, in part, your attendance at class.
- **Clicker points.** I expect you to read all assigned chapters, articles, and web resources before the date for which they are assigned. At the beginning of most class sessions I will ask few clicker questions to confirm that you have completed the assigned readings. I will also use clicker questions as part of interactive demonstrations, to prompt class discussion, or to check comprehension of material we have covered. Some clicker questions have right answers (where you get more points for answering correctly) while others do not (you get points just for being present and answering at all). There will be at least 125 total clicker points during the semester, and getting 100 or more of them will be considered full credit. Thus, even if you are absent or late for a few classes, or you forget your clicker a few times or your clicker malfunctions in a couple of classes, you can still earn full credit. However, if you are absent a lot, your clicker score will suffer.
- **Exams.** The two midterms and the final exam are closed-book in-class exams that will consist of a combination of multiple choice and essay questions. A study guide will be posted on sakai one week before each exam, and it will include some sample essay questions that may appear on the exam. The final exam will focus on materials from the final third of the course, but it will also include some questions from earlier portions of the course. Each exam will include several extra credit questions. No other extra credit options are available.
- **Make-up exams.** If you miss any of the exams for any reason, contact the TA right away to schedule a make-up exam. Make-up exams will consist entirely of essay questions. They are not intended to be any more difficult than the regular exam, but all-essay exams are much easier for the professor to create and are quick to grade if there are only a few students taking them.