

Seminar in Social Psychology: Social Psychology and Health (PSY 6710/7710)

Spring 2017

M & W 12:30-1:45pm

UH 6400

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Course Goals and Overview

This course will explore many areas at the interface between social psychological theory/research and health-related issues. The readings are mainly basic research and reviews of basic research, with some treatment of applications. The course is organized into three units. The first unit focuses on health enhancing and compromising behaviors, and the factors that influence such behaviors. The second unit is on stress and illness, and the factors that affect how people cope with both. Finally, the third unit is on issues related to illness management and care, specifically issues surrounding decisions to seek care, adherence to the care, patient-provider relationship/communication, and adjustment to chronic illnesses. The material for the course will include a combination of readings and discussion. I will at times give mini-lectures when certain topics are raised and there is a need for historical or conceptual framing that goes beyond the scope of the readings, but the format for the class is mostly based on discussion. Students are responsible for all information presented in class as well as assigned readings, and should come prepared for discussion.

Course Objectives

1. To develop an in-depth understanding of the social psychological factors associated with key health-related concerns and conditions.
2. To enhance students' abilities to critically examine current research in health psychology and to apply social psychological principles and findings to health promotion, prevention, and treatment.
3. Provide an opportunity to develop and strengthen professional skills: Reading and integrating basic empirical and theoretical contributions to an applied field; develop and express knowledge in both written and oral form; and develop novel research ideas and create a grant proposal around such ideas.

Reading Materials

The readings are from various edited books and journal articles (see “Schedule and Readings” on page 6). Each week there are core readings that everyone should read. The readings should be retrieved from the course website or PsycInfo (unless otherwise noted). There is a lot of reading for this course; although, truthfully, I haven’t assigned enough. My goal in class discussion is not to make sure that everyone has read every paper. I have no checklists as we go through discussion. However, I do expect everyone to ask questions and raise issues about the readings.

Structure of the Course

Typically, we will begin seminar meetings for the week with an overview of the topic. This will either be provided by the instructor or will develop through discussion. The majority of the seminar will be discussion-based as we delve into the issues and questions surrounding the topic/articles. Seminar members should bring up questions, ideas, or issues that were raised by the week’s readings (either globally or specifically related to studies/aspects of the paper).

Participation/Thought Questions

A portion of your grade will involve general participation and attendance throughout the semester. Additionally, each week students should submit one thought question about an article or the set of articles. These questions should be meant to stimulate discussion during class and, ideally, should be raised during the course of discussion. Students should send these thought questions to me via email by 11am on Monday of each week (i.e., about an hour before class).

Leading Discussion/Participation

A small portion of your grade will be based on your role as a discussion leader and on your general participation. First, each week during the semester (except “Weeks 1-2, 9”), a different student will be designated as the “Discussion Leader”. The discussion leader is expected to take a more active role that week during class, in terms of bringing up issues, asking questions, etc. Critically, the discussion leader should help pull everyone through the readings. To do this, the discussion leader for that week will type up an overview for each article to give to the rest of the students. Note that this shouldn’t involve just cutting and pasting the abstract. Instead, you should provide 1) an overview of the main research questions tested (conceptual variables), 2) an overview of the method for each study (including operationalization of variables), 3) an overview of the key results, 4) a discussion of the implications, and 5) any interesting discussion points or lingering questions about the study methods, results, etc. Second, part of your grade will also involve your general participation and attendance in class throughout the entire semester.

Take-home Exams

There will be two take-home exams (Due via email **March 17 and May 5**) based on the readings and lecture material. These should be typed, saved as a word file, and sent to the instructor via email on the due date. The students' name should only appear on the last page of the exam. The instructor will provide the exam questions approximately 1 week prior to the due dates. Students are free to use notes/readings, but are not to work on these with other students from the class. As will be described later in the semester, students will have a page limit for answering the questions (TBA) and failure to follow instructions will result in point deductions. Also, exams handed in late will receive 10 points off for each day unless the student has a university-appropriate excuse.

Course Grading Components

Assignment	Weight	Total Points	Date
Discussion Leader	15%	75 points	TBD
Participation/Thought Questions	15%	75 points	Weekly
Take-home Exam 1	35%	175 points	March 17
Take-home Exam 2	35%	175 points	May 5
<i>Total</i>		<i>500 points</i>	

Collegiate Policies

Students with Disabilities

Reasonable accommodations will be made for anyone with a disability that may require some modification of seating, testing, or other class requirements. Students must contact the Office of Accommodations (Rocket Hall 1820) for an evaluation and a form specifying what course accommodations are judged reasonable for that student. Please contact the instructor after class or during office hours so that appropriate arrangements may be made.

The contact information for the Office of Accommodations is as follows:

Campus Address: Rocket Hall 1820, Mail Stop #342

Phone Number: 419.530.4981

Web: <http://www.utoledo.edu/utlc/accessibility/>

University of Toledo Policy Pertaining to Academic Integrity

Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Activities inconsistent with these aims will not be permitted. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation;
- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
- Giving or receiving substantive aid during the course of an examination;
- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting the same written work to fulfill the requirements for more than one course.

Brief Overview of Schedule
(Subject to change based on in-class announcements)

Week	Date	Topic
1	Jan. 9	Overview/Introduction
	Jan. 11	What is a Health Behavior?
2	Jan. 16	No class (MLK Day)
	Jan. 18	No class (Conference)
3	Jan. 23	Health Communication
	Jan. 25	Health Communication
4	Jan. 30	Conscious and Unconscious Processes
	Feb. 1	Conscious and Unconscious Processes
5	Feb. 6	Social Comparison & Influence
	Feb. 8	Social Comparison & Influence
6	Feb. 13	Worry & Risk
	Feb. 15	Worry & Risk
7	Feb. 20	Stress
	Feb. 21	Stress
8	Feb. 27	Psychological Adjustment
	Mar. 1	Psychological Adjustment
9	Mar. 6	No Class (Spring Break)
	Mar. 8	No Class (Spring Break)
10	Mar. 13	Personality & Self-regulation
	Mar. 15	Personality & Self-regulation
11	Mar. 20	Social Support & Interpersonal Factors
	Mar. 22	Social Support & Interpersonal Factors
12	Mar. 27	Socio-cultural Factors
	Mar. 29	Socio-cultural Factors
13	Apr. 3	Illness Representation
	Apr. 5	Illness Representation
14	Apr. 10	Patient-Provider Relationship & Communication
	Apr. 12	Patient-Provider Relationship & Communication
15	Apr. 17	Control & Expectations
	Apr. 19	Control & Expectations
16	Apr. 24	Illness Management & Adherence
	Apr. 26	Illness Management & Adherence

Take Home Exam 1: due on Friday, March 17 by 5:00pm (via email)
Take Home Exam 2: due on Friday, May 5 by 5:00pm (via email)

Exploded Schedule & Readings

NOTE: In typical weeks, we will start by trying to dissect any common themes across the set of readings or I will provide some overview, structure, or background information. After that, we will delve into some of the readings in detail. The Discussion Leader for that week will help with pulling everyone through and with bringing up interesting issues or discussion questions for the set of readings. To help facilitate this process, the first set of readings noted on the list will generally be discussed on Mondays and the second set of readings will be discussed on Wednesdays.

1 Overview/Introduction, Health Enhancing & Compromising Behaviors

Suls, J. & Rothman, A. (2004). Evolution of the biopsychosocial model: Prospects and challenges for health psychology. *Health Psychology, 23*, 119-125.

Taylor, S.E. (1990). Health psychology: The science and the field. *American Psychologist, 45*, 40-50.

Lewis, M. A. & Rook, K. S. (1999). Social control in personal relationships: Impact on health behaviors and psychological distress. *Health Psychology, 18*, 63-71.

2 No classes (MLK Day, conference)

3 Health Communication

Detweiler, J.B., Bedell, B., Salovey, P., Pronin, E., & Rothman, A. (1999). Message framing and sunscreen use: Gain-framed messages motivate beach-goers. *Health Psychology, 18*, 189-196.

Rothman, A. J., Salovey, P., Turvey, C., & Fishkin, S.A.. (1993). Attributions of Responsibility and Persuasion: Increasing mammography utilization among women over 40 with an internally oriented message. *Health Psychology, 12*, 39-47.

Wakefield, M. A., Loken, B., & Hornik, R. C. (2010). Use of mass media campaigns to change health behaviour. *The Lancet, 376*(9748), 1261-1271.

Rose, J.P., Geers, A.L., France, J., & France, C. (2014). Norm perception and communication for vasovagal symptoms in blood donation. *Transfusion, 54*, 2258-2266.

4 Conscious & Unconscious Processes

Sheeran, P., Gollwitzer, P.M., & Bargh, J.A. (2013). Nonconscious processes and health. *Health Psychology, 32*, 460-473.

Kiviniemi, M. T., Voss-Humke, A. M., , & Seifert, A. L. (2007). How do I feel about the behavior? The interplay of affective associations with behaviors and cognitive beliefs as influences on physical activity behavior. *Health Psychology, 26*, 152-158.

Rudman, L.A., Phelan, J.E., & Heppen, J.B. (2007). Developmental sources of implicit attitudes. *PSPB, 12*, 1700-1713.

Harris, J.L., Bargh, J.A., & Brownell, K.D. (2009). Priming effects of television food advertising on eating behavior. *Health Psychology, 28*, 404-413.

5 Social Comparison & Influence

Prentice, D. A. & Miller, D. T. (1993) Pluralistic ignorance and alcohol use on campus: Some consequences of misperceiving the social norm. *Journal of Personality & Social Psychology, 64*, 243-256.

Mahler, H. I. M., Kulik, J. A., Butler, H. A., Gerrard, M., & Gibbons, F. X. (2008). Social norms information enhances the efficacy of an appearance-based sun protection intervention. *Social Science & Medicine, 67*, 321-329.

Fagerlin A., Zikmund-Fisher B.J., Ubel, P.A. (2007). "If I'm better than average, then I'm ok?": Comparative information influences beliefs about risk and benefits. *Patient Education and Counseling, 69*, 140-144.

Seligman, L., Swedish, E., Rose, J. P., & Baker, J. (2016). An initial investigation of the use of comparative referents to assess social anxiety. *European Journal of Psychological Assessment.*

6 Worry & Risk

Klein, W. M. P., Zajac, L. E., & Monin, M. M. (2009). Worry as a moderator of the association between risk perceptions and quitting intentions in young adult and adult smokers. *Annals of Behavioral Medicine, 38*, 256-261.

Weinstein, N.D., Kwitel, A., McCaul, K.D., Magnan, R. E., Gerrard, M., & Gibbons, F. X. (2007). Risk perceptions: Assessment and relationship to influenza vaccination. *Health Psychology, 26*, 146-151.

Magnan, R. E., Köblitz, A. R., Zielke, D. J., & McCaul, K. D. (2009). The effects of warning smokers on perceived risk, worry, and motivation to quit. *Annals of Behavioral Medicine, 37*, 46-57.

Turner, M. M., Rimal, R. N., Morrison, D., & Kim, H. (2006). The role of anxiety in seeking and retaining risk information: Testing the risk perception attitude framework in two studies. *Human Communication Research, 32*, 130-156.

7 Stress

Serido, Y., Almeida, D.M., & Wethington, E. (2004). Chronic stressors and daily hassles: Unique and interactive relationships with psychological distress. *Journal of Health and Social Behavior, 45*, 17-33.

McEwen, B.S. (1998). Protective and damaging effects of stress mediators. *The New England Journal of Medicine, 338*, 171-179

Cohen, S., Frank, E., Doyle, W. J., Skoner, D. P., Rabin, B. S., Gwaltney, J. M. Jr. (1998). Types of stressors that increase susceptibility to the common cold in healthy adults. *Health Psychology, 17*, 214-223

Ng, D. M. & Jeffrey, R. W. (2003). Relationships between perceived stress and human behaviors in a sample of working adults. *Health Psychology, 22*, 638-642.

8 Psychological Adjustment

Hobfoll, S. E. & Schroder, K. E. E. (2001). Distinguishing between passive and active prosocial coping: Bridging inner-city women's mental health and AIDS risk behavior. *Journal of Social and Personal Relationships, 18*, 201-217.

Creswell, J. D., Welch, W. T., Taylor, S. E., Sherman, D. K., Gruenewald, T. L., & Mann, T. (2005). Affirmation of personal values buffers neuroendocrine and psychological stress responses. *Psychological Science, 16*, 846-851.

Colvin, C. R. (1995). Overly positive self-evaluations and personality: Negative implications for mental health. *Journal of Personality and Social Psychology, 68*, 1152-1162.

McFarland, C., & Alvaro, C. (2000). The impact of motivation on temporal comparisons: Coping with traumatic events by perceiving personal growth. *Journal of Personality and Social Psychology, 79*, 327-343.

9 No Classes (Spring Break)

10 Personality & Self-regulation

Kivimäki, M., Vahtera, J., Elovainio, M., Helenius, H., Singh-Manoux, A., & Pentti, J. (2005). Optimism and pessimism as predictors of change in health after death or onset of severe illness in family. *Health Psychology, 24*, 413-421.

Hong, J., & Lee, A. Y. (2008). Be fit and be strong: Mastering self-regulation through regulatory fit. *Journal of Consumer Research, 34*, 682-695.

Bolger, N., & Zuckerman, A. (1995). A framework for studying personality in the stress process. *Journal of Personality and Social Psychology, 69*, 890-902.

Raynor, D. A., & Levine, H. (2009). Associations between the five-factor model of personality and health behaviors among college students. *Journal of American College Health, 58*, 73-81.

11 Social Support & Interpersonal Factors

Cohen, S., Doyle, W. J., Turner, R., Alper, C. M., & Skoner, D. P. (2003). Sociability and susceptibility to the common cold. *Psychological Science, 14*, 389-395

Brady, S.S., Dolcini, M.M., Harper, G.W., & Pollack, L.M. (2009). Supportive friendships moderate the association between stressful life events and sexual risk taking among African American adolescents. *Health Psychology, 28*, 238-248.

Kulik, J. A., Mahler, H. I. M., & Moore, P. J. (1996). Social comparison and affiliation under threat: Effects on recovery from major surgery. *Journal of Personality and Social Psychology, 71*, 967-979.

Taylor, S. E. (2006). Tend and befriend: Biobehavioral bases of affiliation under stress. *Current Directions in Psychological Science, 15*, 273-277.

12 Socio-cultural Factors

Guyll, M., Matthews, K. A., Bromberger, J. T. (2001). Discrimination and unfair treatment: Relationship to cardiovascular reactivity among African American and European American women, *Health Psychology, 20*, 315-325

Cooper, M. L., Peirce, R. S., & Huselid, R. F. (1994). Substance Use and Sexual Risk Taking Among Black Adolescents and White Adolescents. *Health Psychology, 13*, 251-262.

Haight, H., Rose, J.P., & Brown, J. (2016). Social class indicators differentially predict engagement in prevention and detection behaviors. *Psychology & Health, 31*, 21-39.

Kershaw, K., Mezuk, B., Abdou, C.M., Rafferty, J.A., & Jackson, J.S. (2010). Socioeconomic Position, Health Behaviors, and C-Reactive Protein: A Moderated-Mediation Analysis. *Health Psychology, 29*, 307-316.

13 Illness Representation

Croyle, R.T., & Uretsky, M.B. (1987). Effects of mood on self-appraisal of health status. *Health Psychology, 6*, 239-253.

Ditto, P. H., Jemmott, J. B., & Darley, J. M. (1988). Appraising the threat of illness: A mental representational approach. *Health Psychology, 7*, 183-201.

Henderson, C.J., Orbell, S., & Hagger, M.S. (2009). Illness schema activation and attentional bias to coping procedures. *Health Psychology, 28*, 101-107.

Martin, R., Gordon, E. E. I., & Lounsbury, P. (1998). Gender disparities in the attribution of cardiac-related symptoms. *Health Psychology, 17*, 346-357.

14 Patient-Provider Relationship & Communication

Cegala, D. J., Gade, C., Broz, S. L., & McClure, L. (2004). Physicians' and patients' perceptions of patients' communication competence in a primary care medical interview. *Health Communication, 16*, 289-304.

Hawley, S.T., Zikmund-Fisher, B., Ubel, P., Jancovic, A., Lucas, T., & Fagerlin, A. (2008). The impact of the format of graphical presentation on health-related knowledge and treatment choice. *Patient Education and Counseling, 73*, 448-455.

Thompson, S.C., Nanni, C., & Schwankovsky, L. (1990). Patient-oriented interventions to improve communication in a medical office visit. *Health Psychology, 9*, 390-404.

Zikmund-Fisher et al. (2006). A matter of perspective: Choosing for others differs from choosing for yourself in making treatment decisions. *Journal of General Internal Medicine, 21*, 618-622.

15 Control & Expectations

Thompson, S. C., Sobolew-Shubin, A., Galbraith, M. E., Schwankovsky, L., & Cruzen, D. (1993). Maintaining perceptions of control: Finding perceived control in low-control circumstances. *Journal of Personality and Social Psychology, 64*, 293-304.

Brownell, K. D. (1991). Personal responsibility and control over our bodies: When expectation exceeds reality. *Health Psychology, 10*, 303-310.

Oettingen, G., & Mayer, D. (2002). The motivating function of thinking about the future: Expectations versus fantasies. *Journal of Personality and Social Psychology, 83*, 1198-1212.

Rose, J.P., Geers, A.L., Fowler, S. L., & Rasinski, H.M. (2014). Choice-making, expectations, and treatment positivity: How and when choosing shapes aversive experiences. *Journal of Behavioral Decision Making, 27*, 1-10.

16 Illness Management & Quality of Life

Bogart, L. M., Gray-Bernhardt, M. L., Catz, S. L., Hartmann, B. R., & Otto-Salaj, L. L. (2002). Social and temporal comparisons made by individuals living with HIV disease: Relationships to adherence behavior. *Journal of Applied Social Psychology, 32*(8), 1551-1576.

DiMatteo, M. R., Donald Sherbourne, C., Hays, R. D., Ordway, L., Kravitz, R. L., McGlynn, E. A., Kaplan, S., & Rogers, W. H. (1993). Physicians' characteristics influence patients' adherence to medical treatment: Results from the medical outcomes study. *Health Psychology, 12*, 93-102.

Smith, D.M., Lowenstein, G., Jankovic, A., & Ubel, P. (2009). Happily hopeless: Adaptation to permanent, but not to a temporary, disability. *Health Psychology, 28*, 787-791.

Heckman, T. G. (2003). The chronic illness quality of life (CIQOL) model: Explaining life satisfaction in people living with HIV disease. *Health Psychology, 22*, 140-147.