

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

Spring 2013

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' ability 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).

Course Grading Components

Assignment	Weight	Total Points	Date
Discussion Leader/Participation	10%	50 points	TBD
Grant proposal	30%	150 points	April 24
Take-home Exam 1	30%	150 points	March 13
Take-home Exam 2	30%	150 points	May 3
<i>Total</i>		<i>500 points</i>	

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 1-3, 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 13 and May 3**) 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.

Grant Proposal

On the last day of class (April 24), a research proposal is due. The assignment will involve writing a grant proposal for a novel study that heavily utilizes information from, or is otherwise closely related to, topics covered in the class. The instructor will be available to help students refine their ideas and suggest appropriate references. Proposals handed in late will receive 10 points off for each day they are late unless the student has a university-appropriate excuse. Also, failure to follow instructions (including formatting, page limits, etc.) will also result in point deductions.

Format and Sections of the grant proposal

1) Must be typed and single-spaced in APA style

2) Length should be no more than 12 pages (single-spaced).

3) Sections:

a. Title Page (page 1)

b. Specific Aims (page 2)

This section will involve an overview of the specific aims, goals, or objectives of the research proposal. You can start with a paragraph or two that outlines what the thrust of the project is, then you can outline each of your specific aims or objectives (using bullet-point "Aim 1", "Aim 2", etc.).

d. Background & Significance (pages 3-6)

This section is essentially like the introduction of any empirical research paper. In this section, you should start with a broad overview of the topic and why it is important; then outline background information on research/topics related to your proposal; finally start transitioning into what your proposal will be and why it is important, how it follows from previous work, etc.

e. Research Method & Design (pages 7-11)

Should be divided based on APA subheadings (e.g., participants, materials and measures, etc.) and should follow a similar format as empirical journal articles in psychology. Detail is very important in this section.

f. References (page 12)

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. 7	Overview/Introduction
	Jan. 9	Health Enhancing and Compromising Behaviors
2	Jan. 14	Models of Individual Health Behavior
	Jan. 16	No class (SPSP conference)
3	Jan. 21	No class (MLK Day)
	Jan. 23	Health Communication
4	Jan. 28	Social Comparison & Influence
	Jan. 30	Social Comparison & Influence
5	Feb. 4	Worry & Risk
	Feb. 6	Worry & Risk
6	Feb. 11	Stress
	Feb. 13	Stress
7	Feb. 18	Psychological Adjustment
	Feb. 20	Psychological Adjustment
8	Feb. 25	Personality & Self-regulation
	Feb. 27	Personality & Self-regulation
9	Mar. 4	No Class (Spring Break)
	Mar. 6	No Class (Spring Break)
10	Mar. 11	Social Support & Interpersonal Factors
	Mar. 13	Social Support & Interpersonal Factors
11	Mar. 18	Socio-cultural Factors
	Mar. 20	Socio-cultural Factors
12	Mar. 25	Illness Representation
	Mar. 27	Illness Representation
13	Apr. 1	Patient-Provider Relationship & Communication
	Apr. 3	Patient-Provider Relationship & Communication
14	Apr. 8	Control & Expectations
	Apr. 10	Control & Expectations
15	Apr. 15	Illness Management & Adherence
	Apr. 17	Illness Management & Adherence
16	Apr. 22	Quality and End of Life
	Apr. 24	Quality and End of Life

Take Home Exam 1: due on Friday, March 13 by 5:00pm (via email)

Grant Proposal: due in class on Wednesday, April 24

Take Home Exam 2: due on Friday, May 3 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 Models of Individual Health Behavior (No class on Wed., conference)

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.

Segan, C. J., Borland, R., & Greenwood, K. M. (2004). What is the right thing at the right time? Interactions between stages and processes of change among smokers who make a quit attempt. *Health Psychology, 23*, 86-93.

Stadler, G., Oettingen, G., & Gollwitzer, P. M. (2010). Intervention effects of information and self-regulation on eating fruits and vegetables over two years. *Health Psychology, 29*, 274-283

3 Health Communication (No class on Monday, MLK Day)

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., Martion, S. C., Bedell, B. T., Detweiler, J. B., & Salovey, P. The systemic influence of gain- and loss-framed messages on interest in and use of different types of health behavior. *Personality and Social Psychology Bulletin, 25*, 1355-1369.

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

4 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.

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.

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.

Gibbons, F. X., & Gerrard, M. (1995). Predicting young adults' health risk behavior. *Journal of Personality and Social Psychology*, 69, 505-517.

5 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.

6 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.

7 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.

8 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.

9 No Class—Spring Break

10 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.

11 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.

Chen, E., & Paterson, L.Q. (2006). Neighborhood, family, and subjective socioeconomic status: How do they relate to adolescent health? *Health Psychology, 25*, 704-714.

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.

12 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.

13 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.

14 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. (in press). Choice-making, expectations, and treatment positivity: How and when choosing shapes aversive experiences. *Journal of Behavioral Decision Making*.

15 Illness Management & Adherence

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.

McCrary, B. S., Epstein, E. E., Cook, S., Jensen, N. K., & Ladd, B. O. (2011). What do women want? Alcohol treatment choices, treatment entry and retention. *Psychology of Addictive Behaviors, 25*, 521-529.

Shalev, I., & Bargh, J. A. (2011). Use of priming-based interventions to facilitate psychological health: Commentary on Kazdin and Blase (2011). *Perspectives on Psychological Science, 6*(5), 488-492.

16 Quality and End of Life

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.

Riis, J., Loewenstein, G., Baron, J., Jepson, C., Fagerlin, A., & Ubel, P.A. (2005). Ignorance of hedonic adaptation to hemodialysis: A study using ecological momentary assessment. *Journal of Experimental Psychology: General, 134*, 3-9.

Sharman, S.J., Garry, M., Jacobson, J.A., Loftus, E.F., & Ditto, P. (2008). False memories for end-of life decisions. *Health Psychology, 27*, 291-296.

