SYLLABUS

PSY 558, *Theories of Social Psychology: Health Applications*

Spring 2017, Tuesdays, Thursdays: 4:00-5:20, Psychology B 248

Instructor: Anne Moyer; Office: Psych B 224; Tel: 632-7811; email: anne.moyer@stonybook.edu. Office hours (held in N-3010 on the third floor of the Melville Library: Tues 9:30-11:30; Wed 12:00-2:00, please email in advance so I know to expect you.

Course Description:

This course provides an overview of the ways in which social psychological theories and perspectives can be used to understand thoughts and behavior relevant to health and illness. It covers social influence, social comparison, pluralistic ignorance, social support, cognitive dissonance, message framing, and fear communication. The course also covers links between personality characteristics and health and how the broader social and cultural environment affects health and illness. The readings have been carefully selected to give you an overview of the field of social/health psychology, and expose you to some of the important figures and methodologies.

Learning Outcomes:

- Become familiar with the core theories relevant to social and health psychology research and intervention
- Understand how social psychological theories can be used to design health behavior change interventions
- Summarize, discuss, and critically analyze scientific journal articles in the field of health psychology
- Debate critical issues in the field of social and health psychology
- Design and critique a research proposal on a topic relevant to social and health psychology

Course readings can be downloaded from university library holdings via links from the Blackboard site for the course.

Class Format:

Often, I will give an introduction to the theory or topic area; this will be followed by a discussion of readings, homework assignments, or reading responses. We will also have scheduled debates on key issues. On selected weeks we will also view a video of a presentation given by an expert in the field (see “virtual guest presentations,” below) or have a live guest presentation.

Evaluation:

Course grades will be based on class attendance and participation, weekly reading response assignments, and on satisfactory completion of a research proposal and review of other course member’s proposals as indicated below:
1. Participation (including presentation of homework assignments) 25%
2. Reading response/homework assignments (15 best) 45%
3. Research proposal (due Thurs Apr 25) 20%
4. Reviews of classmates’ research proposals (due Thurs May 5) 10%

1. Participation: You are expected to attend at least 26 of the 28 class sessions, with points deducted for additional sessions missed or partly attended. It is expected that you will come to class having read all material thoroughly. **This will be a screen-free seminar, so please bring anything you’d like to refer to during class (readings, homeworks, notes) with you on paper.** Finally, when we view video presentations of experts in the field, you should take notes to facilitate subsequent discussion.

2. Homework and reading response assignments: Each week there will be brief assignments due, either a formal assignment or a reading response to an assigned article. For reading responses, students will choose one article from the readings to write a reaction paper on. Reading responses should be 1-2 pages and include: extracting the most important points or take-home message from the article; questions the reading generated or things that you disagreed with, or things that you’d like to raise for general discussion with other members of the seminar; a suggestion for improving the design or interpretation of the research; new terms or words that the reading introduced you to. **Please submit assignments to Blackboard by 10:00 am on the day they are due, (this way I can read through them before class); bring a hard copy to the class session to refer to.**

3. Research proposal: The research proposal allows you to explore a particular topic touched upon in the course in greater depth and to gain experience proposing research. It should be 8-12 pages in length (double-spaced, 12pt font) and written in APA style, corresponding to the general format of a research proposal, including: specific aims, background and significance, research design and methods, implications, and literature cited.

4. Review of classmates’ research proposals: Course members will conduct brief, anonymous, written reviews of other course member’s research proposals. During the last class meeting we will conduct a mock review panel meeting that simulates the procedures used in real review panel meetings. Proposals will be given “priority scores” and “funding decisions” will be made. Although I cannot offer you thousands of dollars to conduct your research, “handsome rewards” will be awarded to the top applicants.

**Other important information:**

To access Blackboard, go to [http://blackboard.stonybrook.edu](http://blackboard.stonybrook.edu) and log in using your NetID and NetID password.

**Americans with Disabilities Act:**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.
Academic Integrity:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/

Critical Incident Management:

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

Course Schedule and Readings:

1: Tues Jan 23: Introduction to the Course and to the Fields of Social and Health Psychology

Lecture 1: Introduction to the Fields of Social and Health Psychology

2: Thurs Jan 26: What is Health Psychology?

Readings


Homework 1 due (10:00 am): Reading response Be prepared to give a 5-10 minute presentation on what you learned from the reading.
3: Tues Jan 31: How are Psychology and Behavior Relevant to Health and Health Care?

Readings

- King, A. (2014). Behavioral medicine in the 21st century: Transforming 'the road less traveled' into the 'American way of life.' *Annals of Behavioral Medicine, 47*, 71-78.


Homework 2 (due 10:00 am): Get to Know a Health Psychologist
Choose a health psychologist to profile from the list provided or from the list of APA Div 38 Fellows: [https://societyforhealthpsychology.org/wp-content/uploads/2016/09/FellowsList2016.pdf](https://societyforhealthpsychology.org/wp-content/uploads/2016/09/FellowsList2016.pdf) and conduct some background research on them, perhaps by locating their department website and some of their papers, which you should read. Describe what their training was, what topics they focused on, and what their major contributions to the field are. You can even offer some critique if you wish. Be prepared to give a 10-15 minute presentation, formal or informal, on that figure.

4. Thurs Feb 2 Using Psychological Theory and Insights to Change Behavior

Readings


Homework 3 (due 10:00 am): Get to know a Health Behavior Change Theory
Choose a health behavior change theory from the list posted on Blackboard. Describe the theory, referring to Theory at a Glance, and other materials that you locate yourself. Find an example of a health psychology/behavioral medicine intervention that used the theory as its foundation. Comment on how well you believe they used the theory and critique the intervention. Be prepared to give a 10-15 minute presentation, formal or informal, sharing what you’ve learned with the other members of the class.
5. Tues Feb 7: Medical Decision Making

Lecture 2: Mental Models of Health and Illness (download and print slides)

Readings


Homework 4 Medical Decisions (due 10:00 am): Identify a particular medical decision and think about the ways that psychological insights may be relevant. How might individuals prepare themselves to make a sound decision and how might practitioners best assist their patients in making sound decisions? Are there already decision aids in the literature that have been tested, and how have they fared? Provide a critique. Be prepared to give a 10-15 minute presentation, formal or informal, on what you have learned.

6. Thurs Feb 9 Health Beliefs and Health Behavior I

Lecture 3: Health Beliefs and Health Behavior (download and print slides)

Readings


Homework 5 (due 10:00 am): Reading response Be prepared to give a 5-10 minute presentation on what you learned from the reading.

Debate 1: Pro or con: “There is nothing so practical as a good theory.”
7. Tues Feb 14: Health Beliefs and Health Behavior II


**Debate 2:** Pro or con: Discussing sex and AIDS with young children is harmful.

**Video Presentation and Discussion**

*Please Talk to Your Kids about AIDS*
Directed by Brian Hennessey, 26 minutes

**Homework 6 (due 10:00 am): Reading response** Be prepared to give a 5-10 minute presentation on what you learned from the reading.

8. Thurs Feb 16: Health Information Processing

**Lecture 4: Health Information Processing (download and print slides)**

**Readings**


**(Virtual) Guest Presentation and Discussion**

Daniel Kahneman, Ph.D., 2002 Nobel Laureate in Economics, Princeton University
The Marvels and Illusions of Intuitive Thinking

**Homework 7 (due 10:00 am): Reading response** Be prepared to give a 5-10 minute presentation on what you learned from the reading.

**Debate 3:** Pro or con: Downward social comparisons are useful and mentally healthy.
9. Tues Feb 21: Social Influence and Health and Illness

Lecture 5: Social Support and Health and Illness (download and print slides)

Readings


Homework 8 (due 10:00 am) Evaluate a Public Health Message or Campaign or App

Identify a public health message (e.g., “Just say No”) or campaign (e.g., Breast Cancer Awareness Month) that you encounter in your daily life (i.e., on a billboard, on TV, in pamphlets, etc) or app. Evaluate its content and form from both a theoretical and a subjective point of view. What aspects do you commend? What aspects would you change? Be prepared to give a 10-15 minute presentation, formal or informal, on what you have learned.

Video Presentation

Scientific Studies: Last Week Tonight with John Oliver

10. Thurs Feb 23: Social Support and Health and Illness

Readings


Debate 4: Pro or con: Talking something out can help you cope with it.

Homework 9 (due 10:00 am): Report on a Health Psychology Finding in the News

Find a popular news report on a health psychology based study. Look up the original study and critique how well or how poorly the news report characterized the findings. Be prepared to give a 10-15 minute presentation, formal or informal, on what you have learned.
11. Tues Feb 28: Social Relationships and Health and Illness I

Readings


Debate 5: Pro or con: Having friends is beneficial to your health.

Homework 10 (due 10:00 am): Reading response Be prepared to give a 5-10 minute presentation on what you learned from the reading.

12. Thurs Mar 2: Social Relationships and Health and Illness II

(Virtual) Guest Presenter and Discussion

John Caccioppo, The University of Chicago
Social Isolation and Health

Debate 6: Pro or con: being married is beneficial to health.

No Homework due!

13. Tues Mar 7: Changing Behavior I

Readings


Homework 11: Finding an Example of a Theoretically-based Health Behavior Change Intervention (due 10:00 am) Find an example of a theoretically-based health behavior change intervention in the literature. Describe the intervention and how it mapped on to the theoretical perspective it was based upon. What influence do you think
the theoretical model had on the effectiveness (or the lack of effectiveness) of the intervention? Be prepared to give a 10-15 minute presentation, formal or informal, on what you have learned.

14. Thurs Mar 9: Changing Behavior II


Homework 12 (due 10:00 am): Get to Know a Health Psychologist II
Choose another health psychologist to profile from the list provided or from the list of APA Div 38 Fellows: [https://societyforhealthpsychology.org/wp-content/uploads/2016/09/FellowsList2016.pdf](https://societyforhealthpsychology.org/wp-content/uploads/2016/09/FellowsList2016.pdf) and conduct some background research on them, perhaps by locating their department website and some of their papers, which you should read. Describe what their training was, what topics they focused on, and what their major contributions to the field are. You can even offer some critique if you wish. Be prepared to give a 10-15 minute presentation, formal or informal, on that figure.

**SPRING RECESS** No classes Tues Mar 14 and Tues Mar 16

15. Tues Mar 21: Personality, Individual Variables, and Health

Readings

(Real) Guest Presentation and Discussion

Marci Lobel, Ph.D.
Stress, Coping, and their Impact on Pregnancy


Homework 13 (due 10:00 am): Reading response Write down some questions prompted by the readings that you can ask Dr. Lobel. Be prepared to ask our presenter intelligent questions about her work.
16. Thurs Mar 23: Personality, Individual Variables, and Health

Readings


(Virtual) Guest Presenters and Discussion

Miguel Munoz-Laboy, Brian M. Rivers, Scott Rhodes, Terrence Afer-Anderson
Men’s Health Disparities: A Complex Conundrum (64 minutes)

No Homework due!

17: Tues Mar 28: Thoughts, Mind, and Health I

Readings


Homework 14 (due 10:00 am): Reading response Be prepared to give a 5-10 minute presentation on what you learned from the reading.
18. Thurs Mar 30 Thoughts, Mind, and Health II

(Virtual) Guest Presenter

Bruce S. McEwen, Ph.D., Rockefeller University
From Molecules to Mind: Stress, Individual Differences and the Social Environment

Homework 15 (due at midnight) Hand in Video Guide after viewing the presentation.

19. Tues Apr 4: Feelings about the Self and Health II

Readings


Debate 7: Pro or con: How people think and reason are more potent than structural factors (such as access to health insurance, taxes on alcohol and tobacco, and opportunities for physical activity) in determining their health related behaviors.

Homework 16 (due 10:00 am): Reading response Be prepared to give a 5-10 minute presentation on what you learned from the reading.

20. Thurs Apr 6: Feelings about the Self and Health II


Homework 17 (due 10:00 am) Writing a Science Times-type News Report Write a Science Times-type news report about a health-psychology based article. Make it as engaging and accessible as possible but be accurate. Bring hard copies to share with your classmates, as an award will be given to the best piece, by popular vote. Be prepared to give a 10-15 minute presentation on your article.
21: Tues Apr 11: Intellectual and Occupational Influences on Health

Readings


Debate 8: Pro or con: The factors affecting individuals’ health may be beyond the reach of behavioral or social scientists.

Homework 18 due (10:00 am): Reading Response Be prepared to give a 5-10 minute presentation on what you learned from the reading.

22. Thurs Apr 13: Socioeconomic Inequalities and Health Disparities I

(Virtual) Guest Presenter and Discussion
Amartya Sen, Ph.D.
Conflicting Principles in Health Education


No homework due!

23. Tues Apr 18: Socioeconomic Inequalities and Health Disparities II

Video Presentation and Discussion

*Unnatural Causes*

PBS 7-part documentary (we’ll watch excerpts)

No homework due!
24. Thurs April 20: Genetic and Neuroscientific Contributors to Health

Readings


(Virtual) Guest Presenter
Steve Cole
The Social Regulation of Gene Expression

Debate 9: Pro or con: Individuals willing to assume the personal risk of engaging in unhealthy practices should be allowed to do so.

No homework due!

25. Tues Apr 25: The Grant Review Process

- NIH Review Scoring System and Procedure

Video Presentations

NIH Tips for Applicants (5 minutes)

Inside the NIH Peer Review Revealed (15 minutes)

Homework (due 10:00 am) Research Proposals
26. Thurs Apr 27: The Sociocultural Environment and Health

Readings


Homework (due 10:00 am): Reading Response Be prepared to give a 5-10 minute presentation on what you learned from the reading.

Debate 10: Pro or con: Raising taxes to reduce unhealthy behavior is a sound idea.

(Virtual) Guest Presenter and Discussion

Nicholas A. Christakis, MD, PhD, MPH, Harvard Medical School
Person-to-Person Spread of Health Behaviors in a Large Social Network

27. Tues May 2: The Material Environment and Health

Documentary Presentation

A Place at the Table (84 minutes)

(No readings or homework due!)


Thursday (due 10:00 am) Review of classmate’s research proposal

Mock review session: Panel discussion of reviews of class members’ grant proposals and “funding” decisions, and presentation of “handsome rewards” to top applicants.