

**RUTGERS UNIVERSITY**  
**HEALTH PSYCHOLOGY – 830:337**  
**COURSE SYLLABUS**  
**Spring, 2005**

Instructor:	Dr. Charlotte N. Markey	Lecture:	T,Th 11:00-12:20
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**COURSE DESCRIPTION AND OBJECTIVES:**

Welcome to Health Psychology!

This course focuses on understanding psychological processes that influence health. Topics to be discussed include: stress and illness, personality and disease, chronic illness and death, health promotion and disease prevention through behavior change, and relationships between patients and practitioners. The changing health care environment and the need to understand the role of individuals' lifestyles in determining their health is emphasized. This class will be taught with a focus on applying information about Health Psychology to daily life.

**READINGS:**

- 1) Friedman, H.S. (2002). *Health Psychology*, 2<sup>nd</sup> Edition. Upper Saddle River, New Jersey: Prentice Hall. Available in the Rutgers-Camden bookstore. This book is **recommended**. Class lecture will closely follow the text; if you are in class, you *may* not need the text.
- 2) Articles will be left on reserve in the library – consult the course schedule to determine when they should be read.
- 3) Depending on the reaction paper assignment that you choose to complete, you may need to purchase a book or movie. These are available on amazon.com.

Please read all assigned readings BEFORE they are covered in class.

**GENERAL COURSE REQUIREMENTS:**

**1) ATTENDANCE AND CLASS PARTICIPATION:** Class attendance and participation is expected. Most classes will include discussions and/ or exercises designed to increase your understanding of the material and assure your success in this course. Further, you will be expected to turn in worksheets and exercises that we complete in class. If you are not in class, there is no way to complete these assignments; make-ups will not be available. Thus, this component of your grade will be based on the following criteria: 1) Did you attend class? 2) Did you contribute to the intellectual climate in class (by listening to the professor and your classmates and participating in discussions and exercises)? and 3) Did you turn in all of the worksheets and assignments that we completed in class? (It is possible that a few of these class assignments will need to be completed at home.)

**2) EXAMS:** You will be evaluated on your understanding of the material by taking two midterms and a final exam. Each exam will include questions based on the readings and lectures, with an emphasis on material explicitly discussed in class. The final exam will be partially cumulative. Study guides and review sessions should aid in your preparation for the exams. No make-up exams will be given unless arrangements are made **prior** to an exam or proof of necessary absenteeism (e.g., a Dr. note) is provided.

**3) REACTION PAPER:** You are required to complete **1** reaction paper during the semester. You will be given a number of different options of materials (movies, etc.) to “react to” at different points in the semester. You can choose to write about any of these options in a paper that is approximately 3 pages long. In your paper will be expected to discuss: (1) why you found the information interesting, (2) how the information is related to class (be specific, page numbers, chapters in the class readings, etc.), and (3) your reaction to the information. You are expected to cite at least two references in your paper (one of these may be an assigned class reading; one must be a reading you find on your own, preferably a journal article on a related topic). You will also be asked to share your reaction paper with the class. This will NOT be a formal presentation, but will serve to encourage discussion from your classmates. See the course schedule for due dates for the different reaction papers. More information about this assignment will be provided in class.

**4) HEALTH BEHAVIOR CHANGE PAPER:** Health Psychology is a very applied field; thus, you will be asked to apply some of the information we discuss in class to your own life. Early in the semester (see syllabus) you will be asked to identify a behavioral change that would contribute to your health. Examples may include: exercising regularly, eating more fruit, better stress management, quitting smoking, etc. Throughout the semester we will be discussing the benefits of maintaining healthy behaviors, and you will be encouraged to try to make positive changes in your health behaviors. At the end of the semester, you will turn in a 3 page paper describing the success (or lack of success) you have had in changing the behavior you identified earlier in the semester. You will NOT be evaluated in terms of your success in achieving your behavioral health goal, but in terms of your understanding of why you were or were not successful. Questions your paper should address include: (1) why do you think it is important to change this behavior (i.e., what research is relevant to suggest this change is important)? (2) how does theory and research in Health Psychology contribute to your understanding of your success (or lack of) in changing your behavior? (3) how is this (and any) behavior change consistent with ideas presented by the Health Psychology Model and other models of behavior change? More information about this assignment will be provided in class.

#### **GRADING:**

Grades will be computed as follows:

Attendance and participation	15%
Midterm Exams	15% each
Final Exam	25%
Reaction Paper	15%
Health Behavior Change	15%

NOTE: Only approximately half of your grade in this course is based on your performance on exams. It is expected that you will spend less time focused on *memorizing* information, and more time focused on *understanding* and *applying* the information we discuss. (*Syllabus continues*)

## COURSE SCHEDULE

The following is a *tentative* schedule for this course. Dates may change slightly depending on our *actual* progress in covering the material. Make note of the due date for all reaction papers.

\* Unless otherwise indicated, chapter readings refer to the Friedman text; these are recommended.

### **Section 1: An Introduction to Health Psychology: Mind-Body Relations**

Tues, Jan. 18	What is Health Psychology?	Ch. 1*
Thurs, Jan. 20	The Field of Health Psychology	Ch. 1, RR1 Taylor
Tues, Jan. 25	Social Influences on Health	Ch. 3, RR2 House et al.
Thurs, Jan. 27	Movie: "Pain and Healing"	Ch. 4
Tues, Feb. 1	Beliefs and Health	Ch. 4, RR3 Talbot
Thurs, Feb. 3	Mind-Body Relations <i>Health Behavior Change</i> <i>"Paper Topic" Due</i>	Ch. 2-3

### **Section 2: Stress, Personality and Health**

Tues, Feb. 8	Stress	Ch. 5, RR4 Rabkin & Struening
Thurs, Feb. 10	Coping	Ch. 5, RR5 Folkman & Moskowitz, RR6 Pennebaker
Tues, Feb. 15	Personality and Health	Ch. 6
Thurs, Feb. 17	Personality and Health; Self-Healing Personalities	Ch. 6, 7, RR7 NY Times article
Tues, Feb. 22	Finish Self-Healing Personalities; Review for Midterm <i>Reaction Paper 1 Due on "Self-Healing Personality" Ch. 2, 5, 6</i>	Ch. 7, RR8 Friedman Ch. 1
Thurs, Feb. 24	Midterm 1	

### **Section 3: Health Behaviors and Health Behavior Change**

Tues, March 1	Health Models	Ch. 10, RR9 Brannon & Feist, RR10 Polivy & Herman
Thurs, March 3	Tobacco and Alcohol	Ch. 10, RR11 Chassin et al.
Tues, March 8	Addiction	Ch. 10
Thurs, March 10	Eating Behaviors, Movie: "Supersizeme"	Ch. 11, RR12 Capaldi
March 14-18	Spring Break	
Tues, March 22	Movie: "Supersizeme" and discussion	Ch. 11, RR13 Brownell & Horgan
Thurs, March 24	Sexual Health	Ch. 11, RR14 Tinsley
Tues, March 29	Finish Sexual Health <i>Reaction Paper 2 Due on "And</i>	Ch. 11

	<i>the Band Played On</i> Review for Midterm 2	
March 31	Midterm 2	

**Section 4: Health Psychology in the Context of Patient Care**

Tues, April 5	Chronic Illness and Death, Movie: "Wit"	Ch. 8, 9
Thurs, April 7	Movie: "Wit"	Ch. 8, 9, RR15 Docherty & McColl
Tues, April 12	Finish Chronic Illness and Death, <i>Reaction Paper 3 on "Tuesdays with Morrie" due</i> , Start Dr-Patient Cooperation	Ch. 8, 9, 12, RR16 Redinbaugh, et al.
Thurs, April 14	No class, <i>Health Behavior Change Paper Due</i> by 4pm in instructors' mailbox	
Tues, April 19	Dr-Patient Cooperation, Communication	Ch. 12, 13, RR17 DiMatteo et al.
Thurs, April 21	Health Care Professionals and the Context of Health Care <i>Reaction Paper 4 due on Mutter Museum and reading</i>	Ch. 14, RR18 Kidder
Tues, April 26	Future Directions, Wrap-up	Ch. 15
Thurs, April 28	Review for Final Exam	
Thurs, May 5	Final Exam	

(Syllabus continues)

## GENERAL COURSE POLICIES:

- 1) This class will be most rewarding for you if you are an active participant in class and view this experience as a collaborative enterprise. To this end, throughout the semester you are encouraged to communicate with your professor (during class and during office hours) and are expected to keep up with all readings and assignments.
- 2) Additional information about this class, and a copy of the syllabus is available on the instructor's web page (<http://www.crab.rutgers.edu/~chmarkey/home.html>). Being unaware of course requirements and expectations is not an excuse for failing to complete any of the assignments in this course.
- 3) If you are in class, you will be expected to be attentive, participate, stay the entire class time, and be prepared for any activities and exams scheduled for that day.
- 4) If you miss a class, you are expected to obtain class notes from a classmate and to stay on top of any of the activities/ discussions missed. It is your responsibility to become informed of any announcements made in class. Further, while class worksheets/ exercises will not be accepted late, it will increase your understanding of class material (and help you to prepare for exams) if you complete them.
- 5) No make-up exams will be given unless arrangements are made **prior** to an exam or proof of necessary absenteeism (e.g., a Dr. note) is provided. If you unexpectedly miss an exam due to exceptional circumstances (e.g., a serious car accident), it is your responsibility to contact the instructor within 24 hours of the exam to discuss the possibility of a make-up exam. You may also contact the department secretary, Thea Duggan, in the case of an emergency at 856-225-6520. Any make-up exam is likely to differ from the exam the rest of the class takes and will typically be in essay format.
- 6) Academic dishonesty will NOT be tolerated. Academic dishonesty includes (but is not limited to) cheating on exams and plagiarism. Students caught participate in academic dishonesty will receive a score of zero on the relevant assignment. In addition, instances of academic dishonesty will be referred to the Scholastic Conduct Committee. Sanctions for academic dishonesty range from failing an assignment to failing a course or expulsion from the University. For additional information about Rutgers' policies concerning academic dishonesty refer to: <http://teachx.rutgers.edu/integrity/policy.html>.

## RESERVE READING LIST:

- 1) Taylor, S. T. (1990). Health psychology: The science and the field. *American Psychologist*, 45, 40-50.
- 2) House, J. S., Landis, K. R., & Umberson, D. (1988). Social relationships and health. *Science*, 241, 540-545.
- 3) Talbot (2000). The Placebo Prescription. *The New York Times*.
- 4) Rabkin, J. G. & Struening, E. L. (1976). Life events, stress, and illness. *Science*, 194, 1013-1020.
- 5) Folkman, S. & Moskowitz, J. T. (2000). Positive Affect and the Other Side of Coping. *American Psychologist*, 55 (6), 647-654.
- 6) Pennebaker, J. W. (1997). Writing about emotional experiences as a therapeutic process. *Psychological Science*, 8, 162-166.
- 7) Duenwald, M. (2002). Power of Positive Thinking Extends, It Seems, to Aging. *The New York Times*.
- 8) Friedman, H.S. (1991). *Self-Healing Personalities*. Chapter 1.
- 9) Brannon, L. & Feist, J. (2000). *Health Psychology*. Page 47-57.
- 10) Polivy, J. & Herman, P. (2002). If at first you don't succeed: False hopes of self-change. *American Psychologist*, 57, 677-689.
- 11) Chassin, L., Presson, C.C., Sherman, S.J., & Kim, K. (2002). Long-Term Psychological Sequelae of Smoking Cessation and Relapse. *Health Psychology*, 31, (5), 438-443.
- 12) Capaldi, E. D. (1996). Introduction. In: *Why We Eat What We Eat: The Psychology of Eating*.
- 13) Brownell, K. D. & Horgen, K. B. (2004). Big Food, Big Money, Big People. In: *Food Fight*.
- 14) Tinsley, B.J. (2003). Parents' Promotion of their Children's Sexual Health. In: *How Children Learn to be Healthy*.
- 15) Docherty, D. & McColl, M. A. (2003). Illness stories: Themes emerging through narrative. *Social Work in Health Care*, 31, 19-39.
- 16) Redinbaugh, E. M. et al. (2003). Doctors' emotional reactions to recent death of a patient: Cross sectional study of hospital doctors. *British Medical Journal*, 327, 1-6.
- 17) DiMatteo, M. R. et al. (1993). Physicians' characteristics influence patients' adherence to medical treatment: Results from the medical outcomes study. *Health Psychology*, 12, 93-102.
- 18) Kidder, T. (2000). The Good Doctor. From: *The New Yorker*.