HBHE 800: Social Psychological Theories of Individual Health Behavior

Spring 2008: Thursdays, 2:30 to 5:00, Room 2005 Hooker

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The goal of this seminar is to examine critically selected social psychological and psychological theories and concepts that are (or may be) relevant to understanding the determinants and consequences of health related behavior and health. The theories selected for us to focus on represent some of the most current thinking and work in applied social psychological theory and research, health psychology, and behavioral medicine. By the end of the semester students will be able to more effectively:

1. Identify the underlying assumptions, strengths and weaknesses of selected theories.
2. Evaluate the relevance of selected theories and conceptual frameworks to the solution of public health education and health related behavior problems.
3. Write and speak effectively about theory.

Course Requirements:

You will be graded on four types of activities throughout the semester. These are outlined below.

Reflection papers: Over the course of the semester, you will be required to write two brief papers in which you should reflect on how one of the theories/concepts/constructs helps you to think critically about a public health problem or issue of interest to you. These papers are not to exceed four pages of double-spaced 12-point Times New Roman font text (excluding references). Papers are due in hardcopy delivered to my campus mailbox or as an email attachment form by 5 PM on the due date. The first paper is due on Feb 29 and the second paper is due on April 23. Each paper will count toward 15% of your grade (x2) = **30%.**

Co-facilitation of seminar session: You are required to co-facilitate a class with me. This includes designing a plan for how the class will unfold, developing questions and leading the discussion. Co-facilitation will account for **30%** of your final grade and will be compromised of the following two dimensions:

- pre-seminar preparation including, but not limited to, coordinating session with me, developing thought questions/activities and preparing any handouts needed (15%);
- execution of class facilitation including, but not limited to, setting the stage for the discussion, managing the class participation level and summarizing key points (15%).

Individual report: During the course of the semester, you will be required to prepare a brief written and verbal report on an optional reading for a class that differs from the one you facilitate. Bring to class a 1-2 page handout that summarized the salient article points. The summary should be in the form of a short outline or bullet points to distribute to the class and should also include two discussion questions. You will also be required to do a 10-minute presentation on the paper and facilitate a 20-minute discussion. The individual report will compromise **10%** of your final grade.

General participation: A major part of your grade will be based on class preparation and participation. Be sure to allow enough time in your schedule to **do the readings thoughtfully and carefully before coming to class.** Overall participation compromises **30%** of your final grade and is evaluated on the basis or two dimensions:

- the extent to which a student attends seminar and is prepared for class (15 points);
- the extent to which a student actively participates in discussions and interacts, in a respectful and meaningful manner, with other classmates and the professor (15 points).

Readings will be posted on Blackboard.

Jan 17: Overview of Theories

Fishbein M., Triandis HC, Kanfer FH, Becker M, Middlestadt SE, & Eichler (2001). Factors influencing behavior and behavior change. In A Baum, TA Revenson, & J Singer (eds.). *Handbook of Health Psychology*. Matwah, NJ: Lawrence Erlbaum, 3-17.

Fisher JD et al. (2006). An Information-Motivation-Behavioral skills model of adherence to antiretroviral therapy. *Health Psychology, 25,* 462-474.

Uutela A et al. (2004). Health psychological theory in promoting population health in Paijat-Hame, Finland: First steps toward a diabetes prevention study. *Journal* of *Health Psychology, 9,* 73-84.

Jan 24: Commonsense Models of Illness & Illness Representations

Moss-Morris R, Weinman J, Petrie KJ, Horne R, Cameron LD, & Buick (2002). The Revised Illness Perception Questionnaire (IPQ-R). *Psychology and Health, 17*-1-16.

Rabin C, Leventhal H, & Godin S (2004) Conceptualization of disease timeline predicts post treatment distress in breast caner patients. *Health Psychology, 23,* 407-412.

Feb 7: Risk Perception

Brewer NT et al. A meta-analysis of the relationship between risk perception and health behavior: The example of vaccination. *Health Psychology, 26,* 136-145.

Renya VF. (2004) How people make decisions that involve risk: A dual process approach. *Current Directions in Psychological Science, 13,* 60-66.

Hetwig R. (2004). Decisions from experience and the effect of rare events in risky choice. *Psychological Science, 15,* 534-539.

Kaptein AA et al. (2007). Using common-sense model to predict risk perception and disease related worry in individuals at increased risk for venous thrombosis. *Health Psychology,* 26, 807-812.

Feb 14: Creating Risk Messages

Rothman A et al (2004). Use of gain frame and loss framed messages to promote healthy behavior. *Journal of Communication, 56,* S202-220.

Fishbein M. (2006). The role of theory in developing effective health communications. *Journal of Communication, 56,* S1-S17.

Fishoff B (2002) Assessing and communicating the risks of terrorism. In AH teach, SD Nelson. *Science and technology in a vulnerable world.* Washington DC: AAAS.

Feb 21: Self-regulation

The following Chapters from the Handbook of Motivation Science. JY Shah and WL Gardner (eds). NY: Guilford Press, 2008.

Twenge JM. Social exclusion, motivation, and self-defeating behavior: Why breakups lead to drunkenness and ice cream. 508-517.

Koole SL & Juhl J. Dealing with unwanted feelings: The role of affect regulation in volitional action control. 295-323.

Rothman AJ et al. Understanding the determinants of health behavior change. 494-507.

Feb 28: Self-regulation (cont)

Gollowitzer PM et al. .(2008) Flexible tenacity in goal pursuit. In JY Shah and WL Gardner (eds). *Handbook of Motivation Science.* NY: Guilford Press.

Fisher EB, Brownson CA, O'Toole ML, Shetty G, Anwuri VV, Glasgow RE (2005). Ecological approaches to self-management: The case of diabetes. *American Journal of Public Health, 95,* 1523-1535

Hill-Briggs F (2003). Problem solving in diabetes self-management. *Annals of Behavioral Medicine, 25,* 182-193.

Clark NM, Gong M, & Kaciroti (2001) A model of self-regulation. *Health Education and Behavior, 28,* 769-782.

Lorig KR et al. (2001). Chronic disease self -management program: 2-year health status and health care utilization. *Medical Care, 39,* 1217-1223.

March 6: Emotions and Health

Snyder CR et al (2002) Hope theory: A member of the positive psychology family. In CR Snyder and SJ Lopez (Eds.*). Handbook of Positive Psychology,* New York: Oxford University Press, 257-276.

Fredrickson BL, Losada MF (2005). Positive affect and complex dynamics of human flourishing. *American Psychologist, 60,* 678-686.

Nes LS & Segerstrom (2006) Dispositional optimism and coping: A meta-analytic review. *Personality and Social Psychology Review, 10,* 235-251.

Student reports

Easterlin RA (2003). Explaining happiness. *Proceedings of the National Academy of Sciences, 100,* 1176-1183.

Raikkonen K, Matthews K & Salomon K (2003) Hostility predicts metabolic syndrome risk factors in children and adolescents. *Health Psychology, 22,* 279-286.

March 13: Spring Break – No Class

March 20: Emotions and Health (cont.)

Pressman SD & Cohen S. (2005). Does positive affect influence health? *Psychological Bulletin*,

Chapman GB & Coups EJ. (2006). Emotions and preventive health behavior: Worry, regret, and influenza vaccination. *Health Psychology, 25,* 82-90.

Emmons RA, McCullough (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality and Social Psychology*, 84, 377-389

Bono G et al. (2008) Forgiveness, feeling connected to others and well-being: Two longitudinal studies. *Personality and Social Psychology Bulletin, 34, 182-195.*

March 27: Stress and coping

Thoits PA (2006). Personal agency in the stress process. *Journal of Health and Social Behavior. 47,* 309-323.

Folkman S & Moskowitz JT (2004). Coping: Pitfalls and Promise. *Annual Review of Psychology, 55,* 745-774.

Bonanno GA (2005). Resilience in the face of potential trauma. *Current Directions in Psychological Science, 14,* 135-138.

April 3: Social Support and Social Resources

Taylor SE et a. (2003). Affiliation, social support, and biobehavioral responses to stress. In J Suls and K Wallston. *Social Psychological Foundations of Health and Illness.* Malden, MA: Blackwell, 314-331.

DeVellis RE, Lewis MA & Sterba KR (2003) Interpersonal emotional adjustment to chronic illness. In J Suls and K Wallston. *Social Psychological Foundations of Health and Illness.* Malden, MA: Blackwell. 256-287.

Stanton et al. (2007). Psychological adjustment to chronic disease. *Annual Review of Psychology,* 58, 565-592.

DiMatteo MR (2004). Social support and patient adherence to medical treatment: A meta-analysis. *Health Psychology, 23,* 207-218.

April 8 Stereotyping & Stigma

Simbayi LC et al. (2007) Internalized stigma, discrimination,, and depression in men and women living with AIDS in Cape Town, South Africa. *Social Science and Medicine, 64,* 1823-1831.

Inzlicht M et al. (2006). Stigma as ego depletion: How being the target of prejudice affects self-control. *Psychological Science, 17,* 262-269.

Levy BR et al (2002) Longevity increased by positive self-perceptions of aging. *Journal of Personality and Social Psychology, 83,* 261-270.

April 15 What can social psychology tell us about incivility, war and genocide

Eidelson RJ & Eidelson JI (2003). Dangerous ideas: Five beliefs that propel groups toward conflict. American Psychologist, *American Psychologist, 58*, 182-192.

Chambers JR & Melnyk D (2006). Why do I hate thee? Conflict misperceptions and intergroup mistrust. *Personality and Social Psychology Bulletin*, 32 , 1295-1311.

Caza LM (2007). From insult to injury: Explaining the impact of incivility. *Basic and Applied Social Psychology, 29,* 335-350.

Cohen T & Insko C (in press). War and peace: Possible approaches to reducing intergroup conflict.

Staub E. (2005) The roots of goodness: The fulfillment of basic human needs and the development of caring, helping, and non-aggression, inclusive caring, moral courage, active bystandership, and altruism born of suffering. *Nebraska Symposium on Motivation, 51,* 33-72.

Student report

Defenbacher JL (2008). Anger, aggression, and risky behavior on the road: Preliminary study of urban and rural differences. *Journal of Applied Psychology, 38,* 22-36.

April 22: Provider-patient/client communication

Lewis, MA, DeVellis BM, & Sleath B. (2002). Social influence and interpersonal communication in health behavior. In K Glanz, BK Rimer, FM Lewis (eds). *Health Behavior and Health Education: Theory, Research, and Practice (3rd ed).* San Francisco: John Wiley, 240-264.

Cooper LA et al. (2003). Patient-Provider communication: The effect of race and ethnicity on process and outcomes of health care. *Unequal Treatment: Confronting racial and ethnic disparities in health c*are. National Academies Press, 552-593.

Roter DL & Hall JA (2004). Physician gender and patient centered communication: A critical review of empirical research, *Annual Review of Public Health, 25,* 497-519.

Smith VA, DeVellis BM, Kalet A, Roberts JC, DeVellis, RF. (2005), Encouraging patient adherence: primary care physician's use of verbal compliance gaining strategies in medical interviews. *Patient Education and Counseling, 57,* 62-76.