

**Psychology 167: Health Psychology**  
**UC Berkeley Summer 2001 (MWF: 4:00-6:30)**

**Instructors:** Christyn Dolbier, Ph.D. Ph: (415) 476-7635 Email: dolbier@itsa.ucsf.edu  
Patty Moran, Ph.D. Ph: (415) 476-7756 Email: pjmoran@itsa.ucsf.edu  
Judy Moskowitz, Ph.D. Ph: (415) 597-9197 Email: JMoskowitz@psg.ucsf.edu

**Office hours:** Wednesdays 6:30-7:30 or by appointment, 3335 Tolman Hall, (510) 643-7994.

**Description:** The aims of the field of health psychology are to understand and apply psychological science to (a) the promotion and maintenance of physical health; (b) the prevention and treatment of physical illness; (c) the identification of etiologic and diagnostic correlates of health and illness; (d) the analysis and improvement of the health care system and health policy. The purpose of this course is to provide students with an overview of the major topics, current issues, and cutting edge research in health psychology. Health psychology requires an understanding of the dynamic interplay of biological, psychological, and social systems. Consequently, students will be exposed to material concerning human physical organ systems, psychological theories and principles (such as learning theory and cognitive processes), and social psychological theories.

**Required readings:**

- 1) Taylor, S.E. (1999). Health Psychology (4th edition). NY: McGraw-Hill.
- 2) Health Psychology Reader – available at Copy Central (48 Shattuck Square).

**Exams:** There will be two equally-weighted, non-cumulative exams. The format will be multiple choice and short answer. Exams will cover required readings as well as ideas discussed in class, with an emphasis on points made in both the lectures and readings. Students are expected to take exams during class on the dates indicated. Both exams must be taken in order to pass this course. There are very few acceptable reasons for missing an exam. Make-up exams will be considered on an individual basis and must be arranged before the date of the missed exam.

**Project:** Students will complete one of two experiential health simulation projects—either a (1) Chronic Health Problem/Disease Simulation or a (2) Personal Health Behavior Change Program. Both options require a contract/plan, completion of the experiential aspect of the project, 2-day journal about the experience, and a short paper discussing your personal reactions to the experience. The last day to turn in your contract for this assignment will be July 23, and early contracts will be accepted. It is a good idea to run your contract by one of the instructors before turning in your final contract. Any deviations from the assignment should be approved by one of the instructors. The final paper and journal entries are due August 13. The project is 25% of your grade (the contract, journal, and paper will be equally weighted in determining your grade for the project). See detailed Individual Project assignment sheet attached.

**Response papers:**

During the course, students will be required to turn in three short response papers. Students may turn these papers in on days of their choosing, but one paper must go to each lecturer. Therefore, one paper should be turned in to C. Dolbier on either 7/11, 7/13, 7/16, or 7/18; one must be turned in to J. Moskowitz on 7/20, 7/23, 7/25, or 8/10; one must be turned in to P. Moran on 7/30, 8/1, 8/3, 8/6, or 8/8. Papers should respond to the content of the reading *for that day* and include at least one thought-provoking discussion question. It is not acceptable to write about a prior day's reading. Papers should reflect your own thoughts and ideas about the reading, not simply a summary of the reading. Papers should be 1-2 pages, typed, and double-spaced. Papers will be graded as Pass, Pass+, or Pass-.

**Participation:** Students are expected to be active participants during class. Students should read the required readings before each class and come to class ready to discuss them or answer questions if called upon. In addition, students are expected to participate in small group exercises or other in-class learning activities.

**Grading:** Final grades will be based on exams, individual projects, response papers, and class participation as outlined below:

- Midterm exam (30%)
- Final exam (30%)
- Individual project (25%)
- Response papers (10%)
- Class participation (5%)

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%

Date	Topic	Lecturer	Reading
	<b>Week 1</b>		
Jul 9, Mon	1.1 Orientation to class; Introduction to health psychology; Biopsychosocial model	CD	Taylor Ch. 1 Taylor (1990)
Jul 11, Wed	1.2 Physical systems of the body	CD	Taylor Ch. 2
Jul 13, Fri	1.3 Causes of death; Prevention; Health disparities	CD	Taylor Ch. 3 pp. 50-60 McGinnis & Foege (1993) - <i>abstract only</i> Adler et al. (1993)
	<b>Week 2</b>		
Jul 16, Mon	2.1 Theories of health behavior change	CD	Taylor Ch. 3 pp. 60-91
Jul 18, Wed	2.2 Health behavior: descriptions, determinants, and interventions	CD	Taylor Ch. 4 Taylor Ch. 5
Jul 20, Fri	2.3 Stress	JM	Taylor Ch. 6 pp. 168-194 Sapolsky (1998) Ch 12
	<b>Week 3</b>		
Jul 23, Mon	3.1 Stress moderators  ***** <i>Contract for Individual Project due</i> *****	JM	Taylor Ch. 7 Sapolsky (1998) Ch 14, 15
Jul 25, Wed	3.2 Complementary and alternative interventions/medicine	JM	Astin (1998) Eisenberg et al. (1998)
Jul 27, Fri	3.3 MIDTERM	CD & JM	
	<b>Week 4</b>		
Jul 30, Mon	4.1 Healthcare utilization	PM	Taylor Ch. 8 pp. 238-263
Aug 1, Wed	4.2 Adherence to medical regimens	PM	Taylor Ch 9 - <i>focus on pp. 281-297</i> Stanton (1987)
Aug 3, Fri	4.3 Chronic pain	PM	Taylor Ch 10 Blanchard et al. (1990)
	<b>Week 5</b>		
Aug 6, Mon	5.1 Coping with chronic illness; Renal disease	PM	Taylor Ch. 11 Christensen & Moran (1998)
Aug 8, Wed	5.2 Heart disease; Diabetes	PM	Taylor Ch. 13 Carney et al. (1995) Wing et al. (1986) - <i>skim only</i>
Aug 10, Fri	5.3 Psychoneuroimmunology; AIDS; Cancer	JM	Taylor Ch. 14 Spiegel et al. (1990)
	<b>Week 6</b>		
Aug 13, Mon	6.1 Future of health psychology; Group discussion of projects  ***** <i>Individual Project due</i> *****	JM	Taylor Ch. 15
Aug 15, Wed	6.2 Professional development/careers; Evaluations	ALL	
Aug 17, Fri	6.3 FINAL EXAM	PM	

## Assigned Articles from Health Psychology Reader

### Week 1

- Taylor, S. E. (1990). Health psychology: The science and the field. American Psychologist, 45, 40-50.
- McGinnis, J. M., & Foege, W. H. (1993). Actual causes of death in the United States. Journal of the American Medical Association, 270(18), 2207. (Abstract only).
- Adler, N. E., Boyce, W. T., Chesney, M., Folkman, S., & Syme, L. (1993). Socioeconomic inequalities in health: No easy solution. Journal of the American Medical Association, 269(24), 3140-3145.

### Week 2

- Sapolsky, R. (1998). Why zebras don't get ulcers; An updated guide to stress, stress-related diseases, and coping. New York: Freeman and Co. (chapter 12)

### Week 3

- Sapolsky, R. (1998). Why zebras don't get ulcers; An updated guide to stress, stress-related diseases, and coping. New York: Freeman and Co. (chapters 14 & 15)
- Astin, J. A. (1998). Why patients use alternative medicine: results of a national study. Journal of the American Medical Association, 279, 1548-1553.
- Eisenberg, D. M., Davis, R. B., Ettner, S. L., Appel, S., Wilkey, S., Van Rompay, M., & Kessler, R. C. (1998). Trends in alternative medicine use in the United States 1990-1997: Results of a follow-up national survey. Journal of the American Medical Association, 280(18), 1569-75.

### Week 4

- Stanton, A. L. (1987). Determinants of adherence to medical regimens by hypertensive patients. Journal of Behavioral Medicine, 10, 377-394.
- Blanchard, E. B., Appelbaum, K. A., Radnitz, C. L., Morrill, B., Michultka, D., Kirsch, C., Guarnieri, P, et al. (1990). A controlled evaluation of thermal biofeedback and thermal biofeedback combined with cognitive therapy in the treatment of vascular headache. Journal of Consulting and Clinical Psychology, 58, 216-224.

### Week 5

- Christensen, A. J. & Moran, P. J. (1998). Psychological aspects of end-stage renal disease. In A. Bellack, & M. Hersen (Eds.) Comprehensive clinical psychology. (Vol. 8, pp. 321-338). New York: Pergamon.
- Carney, R. M., Freedland, K. E., Rich, M. W., and Jaffe, A. S. (1995). Depression as a risk factor for cardiac events in established coronary heart disease: A review of possible mechanisms. Annals of Behavioral Medicine, 17, 142-149.
- Wing, R. R., Epstein, L. H., Nowalk, M. P., & Lamparski, D. M. (1986). Behavioral self-regulation in the treatment of patients with diabetes mellitus. Psychological Bulletin, 99, 78-89. *(Skim only. This article is included more as a reference than a required reading, as the model outlined in this article will be covered in lecture. The article will be useful if you miss the lecture or need clarification about the model.)*
- Spiegel, D, Bloom, J. R., Kraemer, H. C., & Gottheil, E. (1989). Effect of psychosocial treatment on survival of patients with metastatic breast cancer. Lancet, October, 888-891.

## Individual Project: Experiential Health Simulation

**Option 1. Chronic Health Problem/Disease Simulation.** The purpose of this assignment is to increase your understanding of the impact of chronic illness on the lives of those who experience chronic health problems. For this assignment, you will need to select one chronic disease or health problem that requires a daily regimen of care (e.g., diabetes, kidney failure/dialysis, HIV disease, etc.), and simulate having that health problem for **two days**. This option involves 3 elements: contract, simulation and journal, and paper.

**Contract:** Select a health problem that requires at least two types of daily monitoring and/or manipulation (e.g., injections, special diet, medication, blood glucose measurement, ambulatory dialysis, etc.). Think about the ways in which your life might change if you had to cope with this condition on a daily basis. Then, create a plan (contract) for how you will simulate living for two days with that health problem. Consider how your physical environment, your daily activities, your relationships with other people, etc. would have to be modified. Each student will make an individual contract with the instructors. The contract should be typed, double-spaced, and include the following information:

- The health problem/disease that you are going to simulate. Give a brief description of the health problem and the special needs of individuals with that health problem/disease.
- Your plan for how you are going to simulate the health problem. Be specific and include what materials you are going to use (e.g., Tic-Tacs for medication) and how often you will be doing the monitorings and/or manipulations. Present the information on the frequency of monitoring/manipulation in the form of a schedule for the two days that includes the time at which each event will occur.
- Your anticipated start date and end date for the simulation. You may do it at any point in the quarter, as long as the journal and final paper are turned in by August 13.

**Simulation & Journal:** For two days, implement the simulation according to your contract. During these two days, write a daily journal (1-2 pages) of your experiences and reactions to living with the health problem.

**Paper:** Finally, when you have completed the disease simulation, write a brief paper (1-3 pages) discussing your personal reactions to the simulation, including any insights that you gained from participating in the exercise. The paper should be typed and double-spaced.

**Examples of types of topics you may reflect on in your contract, journal, and paper:** ways in which your life might change if you had to cope with this condition on a daily basis, how your physical environment, your daily activities, your relationships with other people, etc. would have to be modified if you had this condition, anticipated obstacles to the managing the condition, your own evaluation of the effectiveness of the daily regimen (why it worked or didn't work for you).

**Option 2. Personal Health Behavior Change Program.** The purpose of this exercise is to increase your understanding of what it is like to be the target of a health behavior change intervention. Another purpose is to increase your understanding of how to translate health behavior change theories into practical applications. For this assignment, you will design and undertake a theory-based intervention to change a health behavior of your choice **for one week**. This option involves 3 elements: contract, implementation and journal, and paper.

**Contract:** Choose a health behavior that you wish to change (e.g. exercise, smoking, etc). This can be either a health-compromising behavior you want to decrease or a health-enhancing behavior you want to increase. Each student will make an individual contract with the instructors. Contracts should be typed, double-spaced, and include the following information:

- The specific targeted health behavior. Provide detailed and specific information about the behavior (e.g., aerobic exercise for 30 minutes three days per week at 70% of maximal heart rate).
- Your plan for how you are going to change your targeted health behavior. Be specific about your behavior change strategy and intervention goals. This should include the health behavior change theory that underlies the strategy (you may use one theory or a combination of theories). Your plan should also include monitoring the frequency of this behavior for one week before the intervention as well as the frequency of this behavior for one week during the intervention.
- Your anticipated start and end dates for monitoring the baseline behavior, implementing the intervention, and terminating the during-intervention monitoring. You can do the intervention at any point in the quarter, as long as the journal and final paper are turned in by August 13.

**Implementation & Journal:** For one week, monitor the baseline frequency of the behavior you wish to change, then implement the behavior change the following week. Continue to monitor your targeted behavior during the intervention. During the intervention, write 2 journal entries of 1-2 pages each about your experiences and reactions to being a participant in a health behavior change program.

**Paper:** Finally, when you have completed the behavior change intervention, write a brief paper (1-3 pages) about your personal reactions to the intervention, as well as any insights that you gained from participating in the exercise. Include a graph of the frequency of the health behavior (using the monitoring data you collected), clearly marking the baseline period, and points at which the intervention started and ended. The paper should be typed and double-spaced.

**Examples of types of topics you may reflect on in your contract, journal, and paper:** how your life will be different when/if you change this behavior, anticipated obstacles to the change, why you have this behavior and why you haven't changed it yet, what function this behavior serves in your life, the biopsychosocial antecedents of this behavior, the aftereffects of this behavior in your life, applicability or limitations of the underlying theory, your own evaluation of the effectiveness of the intervention (why it worked or didn't work for you).