

PSY 6470
Health Psychology
Fall, 1999

Instructor: Kevin Masters, Ph.D. Office: EDUC 471 Office Phone: 797-1463 e-mail: kevinm@coe.usu.edu Office hours: Wednesday 2:00-4:00; other times by appointment Class Time: 4:30 - 7:15 Wednesday Class Room: EDUC 487C

Textbook:

Goreczny, Anthony J. (Ed.). (1995). Handbook of health and rehabilitation psychology. New York: Plenum Press.

Additional readings from readings packet available in ERTC.

Course Description:

This course is designed as an introduction at the graduate level to the field of health psychology. It will include discussion and practice using psychological procedures in the prevention, diagnosis, and treatment of medical problems including cardiovascular disorders, chronic pain, diabetes, AIDS, cancer, etc. The course will also discuss the development and maintenance of health behaviors including exercise adherence, weight control, and stress management. Throughout the course careful attention will be given to the integration of research findings into clinical practice.

Course Objectives:

1. To develop a basic knowledge of the field of health psychology and its main subject areas.
2. To develop skill in the application of psychological and behavioral methods and principles to the treatment of physical disorders.
3. To develop applied skills in helping patients experience more healthy lifestyles by incorporating health behaviors into their daily routine.
4. To become familiar with current health psychology research perspectives and findings and be able to integrate these into clinical practice.

Course Requirements and Evaluation:

1. Mid-Term (30%) and Final Examination (30%). These will likely consist of essay questions. More detail will be provided in class.
2. Student Paper and Presentation (30%). Students, working in small teams or individually, will produce a paper of approximately 20 typed double-spaced pages (not counting the reference list). The paper must be done in either APA format or medical journal format (as found in Medicine & Science in Sports & Exercise). Among other things this means that the paper must be adequately referenced. Plagiarism, in any form, is not acceptable. Students may choose from a variety of topics (some listed below). Each paper should include the following: a) introduction and literature review describing the topic to be covered; b) section on intervention techniques and outcome research findings; and c) critique of existing research and practice in the area.

Possible topic areas include: spinal cord injury, asthma or other respiratory disorders, gastrointestinal disorders, insomnia, eating disorders, alcohol or drug abuse, pregnancy, organ transplantation, specific forms of cancer, bone marrow or organ transplantation, hemodialysis, community or workplace health interventions, etc. You may also present on one of the areas covered by the instructor in class providing you give new and relevant information. Other topic areas not mentioned above are certainly appropriate but should be discussed with the instructor prior to beginning work on them. The topics mentioned above are very broad and you will likely need to narrow your focus in order to do a thorough and adequate job.

It is important that you choose a topic early in the course so that you can begin researching it. The USU library system is often quite inadequate for this type of research. Thus you may need to use interlibrary loan, visit the medical library at Logan Regional Hospital, or travel to the Eccles Health Sciences Library in Salt Lake at the University of Utah. The Eccles library is an excellent resource and very easy to use. It is expected that journal articles from peer reviewed, scientific

journals will form the backbone of your project. Articles from popular magazines, the Internet, etc. are of lesser value.

Toward the end of the semester each student team will present their topic to the rest of the class. These presentations will be approximately 1-2 hours in length (depending on the number of students in the class) and should include a well-developed handout (including references) for the rest of the class.

3. Attendance and Participation (10%). As always, I expect excellent class attendance and participation, including discussion of readings, from graduate students. Failure to meet this expectation will certainly result in grade reduction.

Class Schedule:

Week I (September 1) Introduction to health psychology

Kaplan, R. M. Behavior as the Central Outcome in Health Care

Friedman, et al. Behavioral medicine, clinical health psychology, and cost offset

Kaplan, R. M. Health outcome models and policy analysis'

Taylor, S. E. Health Psychology: The Science and the Field **

Week 2 (September 8): Managed care issues, health psychology in primary care settings

Series of articles in The Health Psychologist by Bruns; Bruns & Johnson; Tulkin & Guzman; Johnson; and Masters***

Haley, et al., Psychological practice in primary care settings: Practical tips for clinicians"

Week 3 (September 15): Special presenter discussing family practice issues

Week 4 (September 22): Cardiovascular disorders, Type A behavior, and cardiac rehabilitation, gender issues

Textbook chapters 10***; 12***

Rosenman, et al., Coronary heart disease in the Western Collaborative Group Study: final follow-up experience of 8 1/2years * * *

Booth-Kewley, S. & Friedman, H.S. Psychological predictors of heart disease: A quantitative review ***

Matthews, K. A. Coronary heart disease and Type A behaviors: Update on and alternative to the Booth-Kewley and Friedman (1987) quantitative review ***

Trial ***

Friedman, H.S., &Booth-Kewley, S. Validity of the Type A construct: A reprise ***

Miller, T.Q., et al., A meta-analytic review of research on hostility and physical health***

Ornish, et al., Can lifestyle changes reverse coronary heart disease? The Lifestyle Heart

Friedman, et al., Alteration of type A behavior and its effect on cardiac recurrences in post myocardial infarction patients: summary results of the recurrent coronary prevention project ***

Textbook chapter 11**;

Weiss, Anderson, & Weiss. Chapter 21: Cardiovascular disorders; hypertension and coronary heart disease **

Blumenthal, J. A., et al., Stress management and exercise training in cardiac patients with myocardial ischemia **

Kaplan, et al., Social stress and atherosclerosis in normocholesterolemic monkeys *

Johnson, J. V., & Hall, E. M. Job strain, work place social support, and cardiovascular disease: a cross-sectional study of a random sample of the Swedish working population

Stem, M. J. et al., The group counseling v. exercise therapy study: A controlled intervention with subjects following myocardial infarction *

Ayanian, J. Z., & Epstein, A. M. Differences in the use of procedures between women and men hospitalized for coronary heart disease *

Steingart, et al. Sex differences in the management of coronary artery disease

Week 5 (September 29): Continuation of cardiovascular disease

*****Students must turn in their teams and topics for their papers*****(Your grade will be lowered if you do not have a topic by this date)

Week 6 (October 6): Stress and its effects on health, stress management, social support; seeking health care, illness representations, symptom reporting

Textbook chapter 14 ***

Cohen, S., et al. Psychological stress and susceptibility to the common cold

Friedman, et al. Psychosocial and behavioral longevity ***

Sapolsky R.M., Requiem for an overachiever"

Berkman, L. F., & Syme, S. L. Social networks, host resistance, and mortality: a nine-year follow-up study of Alameda County residents **

Martin, et al. An archival prospective study of mental health and longevity

Kobasa, S.C.O., et al. Effectiveness of hardiness, exercise and social support as resources against illness *

Ludwick-Rosenthal, R., & Neufeld, R.W.J. Stress management during noxious medical procedures: An evaluative review of outcome studies *

Week 7 (October 13): *****Mid-Term Examination****

Week 8 (October 20): Chronic pain and headache

Readings: Textbook chapters 1***, 17***

Chapman, S. L. Chapter 23: Chronic pain: Psychological assessment and treatment

Syndromes **

Textbook chapter 3 * *

Melzack, R., & Wall, P. D. Pain mechanisms: a new theory

Keefe, F. J., & Gil, K. M. Behavioral concepts in the analysis of chronic pain

Blanchard, E. B., & Andrasik, F. Psychological assessment and treatment of headache: Recent developments and emerging issues **

Rohling, M. L. et al. Money matters: A meta-analytic review of the association between financial compensation and the experience and treatment of chronic pain **

Keefe et al. Behavioral approaches in the multidisciplinary management of chronic pain: programs and issues *

Week 9 (October 27): Psychoneuroimmunology and AIDS; diabetes

Readings: Textbook chapters 27***, 25***

Surwit, et al., Diabetes and behavior: a paradigm for health psychology

Cohen, S., & Herbert, T. B., Psychological factors and physical disease from the perspective of human psychoneuroimmunology***

mellitus **

Cox, D. J., et al., Chapter 26: Diabetes: clinical issues and management **

Wing, R. R., et al., Behavioral self-regulation in the treatment of patients with diabetes

Sheridan, K. Chapter 3 1: Psychosocial services for persons with human immunodeficiency virus disease *

Institute *

Glasgow, R. E. et al., Behavioral research on diabetes at the Oregon Research

Week 10 (November 3):Religiosity and Health

of illness***

Levin, J. S., Religion and health: Is there an association, is it valid, and is it causal? ***

Levin, J. S., & Vanderpool, H. Y, Religious factors in physical health and the prevention

Dull, V. T., & Skokan, L. A. A cognitive model of religion's influence on health**

Koenig, H. G. Religion and aging"

Ferraro, K. F., & Albrecht-Jensen, C. M. Does religion influence adult health? **

Week 11 (November 10): Cancer

Textbook chapters 22 * * *, 23

Brannon, L., & Feist, J. Chapter 10 Identifying behavioral factors in cancer***

*****Student papers are due at class*****

Week 12 (November 17): Student Presentations begin Psychological and behavioral aspects of exercise and exercise adherence; obesity

Readings: Textbook chapters 13 ***, 16***

Blair, S. N., et al., Physical fitness and all-cause mortality: a prospective study of healthy men and women * * *

* * Van Sickle, T. D., et al., Effects of physical exercise on cognitive functioning in the elderly*

Gauvin, et al., A naturalistic study of the impact of acute physical activity on feeling states and affect in women **

Textbook chapter 8*

Turk, D. C., & Meichenbaum, D. Chapter 15: Adherence to self-care regimens: The patient's perspective *

Rejeski, et al. Effects of baseline responses, in-task feelings, and duration of activity on exercise-induced feeling states in women *

Week 13 (November 24): No class Thanksgiving Holiday

Week 14 (December 1): Student Presentations

Week 15 (December 8): Student Presentations

Week 16 (December 16): ***Final Examination: TBA***