



PSYCHOLOGY 395 A: Health Psychology Spring 2020

COURSE INFORMATION

Meeting Time: MWF, 9:00 – 9:50 pm
Classroom: SCH 106
Prerequisites: PSY 110
Credit Hours: 3

INSTRUCTOR INFORMATION

Professor: Jim R. Sliwinski, Ph.D.
Office: Schauffler 209
Email: jsliwinski@defiance.edu
Phone: (419) 783-2430
Office Hours: MWF: 1:00 – 2:00 pm
TR: 9:00 – 10:30 am

REQUIRED TEXT

American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7th edition). Washington, DC.

COURSE DESCRIPTION

The course is designed to provide students with a broad overview of current health psychology theories and practices. Topics covered include stress, prevention, and behavior modification.

COURSE GOALS

In addition to introducing you to the way in which psychologists think about and study health, this course has five specific goals. By the end of the semester you should (be able to):

- 1) Read and understand research on health psychology models.
- 2) Knowledgeable discuss your views on issues related to human health from the perspective of a research scientist.
- 3) Recognize limitations within the field that require further discussion and research.
- 4) Conduct a focused review of the literature.
- 5) Propose your own study that will contribute significantly to the advancement of the field.

COURSE EXPECTATIONS

Preparation: This is a discussion-based course. Students are required to *read assigned materials prior to coming to class*, so that they will be able to make meaningful and significant contributions to class discussion. All students are expected to speak up every class period.

Attendance: A student is expected to attend all classes, as well as any special conferences, meetings, and field trips included on the syllabus for the course.

The College has adopted the following policies on student absences:

- 1) If the student knows in advance of an absence, the instructors should be notified before the absence and arrangements should be made to make up work missed. Students participating in a school-sponsored activity that will result in multiple absences from a class must notify their instructors in advance and should work with the instructor to attempt to minimize the negative impact of absences on the student's ability to succeed in class. Finally, if a student is going to be absent for an extended period (more than three days) the Chief Academic Officer must be notified by the student.
- 2) If the absence could not be anticipated (such as illness or a death in the family), the student should present an excuse to instructors as soon as possible after returning if the student has not been able to contact them while away. Acceptance of the excuse is at the discretion of the individual instructor.
- 3) The College does not have a "cut" system or a standard set of penalties for unexcused absences. Both are left to the discretion of the individual instructor, and it is up to the student to learn instructors' policies. An instructor has the right to withdraw a student for excessive absences after consultation with the Office of Academic Affairs or the Office of Student Life.

Course Absence Policy: Students should seek approval for all anticipated absences before they occur. In the event of a nonschool-approved absence (illness, family emergency, car trouble), students must provide written or typed documentation (doctor's note, mechanic's receipt, parent note) of the event in order to have their absence excused. Students may miss two classes without providing an excuse without it affecting their attendance grade. Missed assignments cannot be made up without documented proof of an excused absence. Leaving early or coming back late from a school break will automatically be considered unexcused. Any assignments missed as a result of this action will automatically receive a 0 and cannot be made-up.

Conduct: Whether you want to use this class to springboard yourself into a fruitful career in health psychology, or if you just want to gain a better understanding of the factors influencing your own health, this class should give you a knowledge and appreciation of the factors influencing our wellbeing.

As a developing professional, I expect you to show respect for yourself, your work, your classmates, your instructor, and the authors of the works you will be reading. It is important to remember that we are all colleagues in the greater community of scholars and we all have important contributions to make. This does not mean that you cannot disagree with someone or be critical of an idea, research design, or theory presented in the course. In fact, debate is encouraged as long as you approach it from a sound theoretical or empirical perspective, and not from a position of emotion or anger.

Along these same lines, I expect you to behave professionally throughout the class period. This includes staying off your phones, computers, and other electronic devices during class time. Any student seen using electronics in class will have one percentage point deducted from the

student's participation grade for each infraction. Notes may be taken in a loose-leaf notebook. If you need to have your cell phone on during class time for an emergency, please notify me before the class period.

ASSIGNMENTS

Discussion Questions: Each class period, one or more students will be expected to facilitate discussion of that day's readings. In preparation, discussion leaders should come up with 10 total discussion questions based on the day's readings. Discussion questions should encourage critical thought and integration of current and past readings. Questions simply aimed at assessing the opinions or personal experiences of fellow class members will not be graded as highly. Examples of appropriate questions can be found on Moodle. Students not leading discussion will be asked to formulate five discussion questions for each class period, with at least two questions taken from each reading on days when multiple readings are assigned. Discussion questions should be typed in 12-point Times New Roman font and include APA-style in-text citations. Questions will be turned in at the end of each class period.

Brief Research Proposals: In lieu of discussion questions, students who are not responsible for leading discussion may turn in a paper covering course readings from the week's topic. Students are required to do this on at least two occasions of their choice, provided at least one paper is turned in before the mid-semester deadline (March 6th). Papers should be about 3-5 pages in length, should critically analyze the readings for the topic, and include a brief research proposal to extend our knowledge of the topic. The proposal should include a clear rationale for the proposed study, an explanation of the independent and dependent variables in your design, and hypotheses for the expected results. These studies should not merely replicate the studies we read about in class but should involve designs that advance our knowledge or investigate an untested aspect of a theory. Proposals should also include a statement about what different outcomes would mean for particular theories or positions. Students will briefly present their proposals during class. These presentations are meant to be an informal part of the general class discussion. The goal of these proposals is to increase students' sophistication in thinking about their own and others' research. In grading each proposal, I will take into account both the written document and your oral presentation. The written portion of your proposal need not include an APA style title page or abstract, but it should include appropriately formatted, APA style, in-text citations, as well as a reference page. It is not necessary for students to incorporate outside readings into these brief proposals, although doing so is certainly not discouraged. Examples of exemplary papers can be found on Moodle.

Final Research Proposal: Students will complete an extensive literature review and research proposal (about 8-12 pages of body). This paper will serve as your take-home final. The paper should include summaries and synthesis of relevant readings from the course, along with any relevant outside readings. A minimum of 10 peer-reviewed research articles should be included. The paper should be formatted in APA style and should include a title page, abstract, literature review, method section, results/discussion section, and a reference section. For this paper, you may find it convenient and/or desirable to refine and extend one of your brief research proposals, however, this is not required.

Assignments turned in late are subject to a 15% penalty. This includes assignments turned in late on their due date (if you show up to class late, your assignment is late). Assignments cannot be turned in any later than the next class period following their due date.

GRADING

Participation:	15%
• Attendance • Punctuality • Conduct • Contribution to class discussions	
Discussion Leading:	15%
• Quality of Questions • Appropriate Number of Questions • Good Time Management	
Discussion Questions:	20%
• Quality of Questions • Appropriate Number of Questions	
Brief Research Proposals:	15% each, 30% in total
• Quality of Write-Up ○ Flow ○ Logic ○ Grammar ○ APA Formatting ○ Appropriate Length • Quality of Oral Presentation ○ Clarity ○ Display of Critical Thinking	
Final Research Proposal:	20%
• Flow • Logic • Grammar • APA Formatting • Appropriate Length • Appropriate number of Citations	

GRADING SCALE

A = 94-100%	C = 73-76%
A ⁻ = 90-93%	C ⁻ = 70-72%
B ⁺ = 87-89%	D ⁺ = 67-69%
B = 83-86%	D = 63-66%
B ⁻ = 80-82%	D ⁻ = 60-62%
C ⁺ = 77-79%	F = ≤ 59%

ACADEMIC INTEGRITY POLICY

All members of the DC community are expected to engage in their academic tasks with integrity and respect for others. A major part of the learning accomplished in college is the development of critical thinking skills, and these skills are only developed when each person's work reflects his or her own original thought. Defiance College is committed to helping each student to understand and practice the highest degree of integrity in his or her academic work, and to take from that work the greatest intellectual and ethical benefit.

The basic rule for academic honesty is that a student's work should always be his or her own.

Any misrepresentation in academic work, including plagiarism, is a form of academic dishonesty. Examples of dishonest academic practices include, but are not limited to, using unauthorized notes or material during an exam, deliberately exchanging information with another student during an exam, falsifying data on which the student's conclusions are based, having another student take an exam in place of the student registered in the course, and submitting the same work in two different classes without the permission of both instructors.

THE SPECIAL PROBLEM OF PLAGIARISM

Plagiarism occurs whenever someone else's work is submitted or presented for a grade as if it were one's own. This occurs most often when original sources are not acknowledged or cited according to the style format appropriate to the discipline or designated by the instructor. Plagiarism undermines the essential trust between students and instructors, deprives the student of a sense of intellectual ownership and undermines the basic learning process. Another person's work can take many forms, including papers, essays and articles, book chapters, statistical data, oral or multimedia presentations, musical compositions, drawings and artwork, and computer programs in either electronic or printed form. Whenever such material that was originally created by another is presented or submitted by a DC student, that original source must be acknowledged using the appropriate citation style.

Examples of plagiarism (a non-exclusive list):

- Using the exact words from a source, including cutting and pasting from a Web site, without BOTH quotation marks to indicate the extent of the material borrowed and a citation of the original source.
- Paraphrasing or summarizing ideas from a source without proper citation. Changing the words while maintaining the ideas from a source is a paraphrase that must be cited.
- Submitting for credit a work written or created by another, whether such work is written by a friend, a recognized scholar or is downloaded from the internet.
- Quoting from an unacknowledged source during an oral presentation.
- Using data other than that produced by the student's own original research without proper citation of the source.
- Patching together a work using phrases and ideas borrowed from a number of different sources.
- Accepting assistance or collaborating with other students beyond what is explicitly permitted by the instructor.

- Using one's own work in multiple classes without instructor permission (self-plagiarism).

Plagiarism will be taken very seriously in this class. Anyone found guilty of plagiarism will receive a 0 for the assignment.

ACCOMODATION POLICY FOR STUDENTS WITH DISABILITIES

Defiance College is committed to providing educational opportunities for qualified students with documented disabilities through the provision of reasonable accommodations, in compliance with the provisions of the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 (Section 504). The purpose of accommodations is to provide equal access to educational opportunities without altering essential elements of programs or courses. All requests for accommodations are evaluated on an individual basis after review and evaluation of documentation. It is the responsibility of the student to request necessary accommodations and the student should do so as early as possible, as some accommodations may require time to implement.

A student requesting accommodations for a physical, psychological, or learning disability must meet with Defiance College's Accessibility Services Coordinator, Kris Knight at extension 2445 or kknight@defiance.edu. Please refer to pages 21-22 of the Course Catalog for Defiance College's Accommodations Policy for Students with Disabilities which includes the documentation required for accommodations.

STUDENT ACADEMIC SUPPORT SERVICES

If you are struggling in this class, please come see me during office hours, or schedule an appointment at an alternative time. I am happy to help.

For extra help in this class or many of your other courses, please be sure to visit Student Academic Support Services in the Pilgrim Library, for free tutoring and writing assistance. SASS writing consultants can help with most any writing assignment at any stage of the writing process. SASS also offers supplemental instruction for some courses, administers the structured study program, as well as provides study skill workshops, handouts, and LibGuides to help students succeed in their classes. Further information is available at: <http://library.defiance.edu/SASS>, 419-783- 2332, or SASS@defiance.edu

STUDENT COURSE EVALUATIONS

Student course evaluations are an important source of information for curricular and teaching improvement. As such, students are strongly encouraged to complete the online course evaluation. Information is provided toward the end of the term to students through email explaining how to complete the evaluation online.

TITLE IX STATEMENT

While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have some reporting requirements that are part of my job requirements at Defiance College.

For example, if you inform me of an issue of sexual harassment, sexual assault, or discrimination I will keep the information as private as I can, but I am required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, contact Lisa Marsalek, Dean of Students/Title IX Coordinator in 128 Hubbard Hall or 419-783-2587 or lmarsalek@defiance.edu. To make a confidential report, you can contact, Lynn Braun, Assistant Dean of Campus Wellness at 419-290-9839. For more information about your options at Defiance College, please go to <http://www.defiance.edu/student-life/documents/sl-equal-opportunity-harassment-discrimination-sexual-misconduct-policy.pdf>

TENTATIVE COURSE SCHEDULE

Dr. Sliwinski reserves the right to alter the course schedule at any time.

Week 1

January 15th **Introductions and Syllabus Review**

Syllabus

January 17th **An Introduction to Health Psychology**

Pitts, M. (1998) An introduction to health psychology. In M. Pitts and K Phillips (Eds.), *The psychology of health: An introduction* (pp. 3-23). East Sussex: Routledge.

Week 2

January 20th ***Martin Luther King Jr. Day***

No Assigned Reading

January 22nd **Stress**

Hsieh, C., & Tsai, B. (2019). Effects of social support on the stress-health relationship: Gender comparison among military personnel. *Int. J. Environ. Res. Public Health*, 16, 1317.

doi:10.3390/ijerph16081317

Sinclair, R. R., & Cheung, J. H. (2016) Money Matters: recommendations for financial stress research in occupational health psychology. *Stress and Health*, 32, 181–193.

January 24th **Stress**

Benham G., & Charak, R. (2019). Stress and sleep remain significant predictors of health after controlling for negative affect. *Stress and Health*, 35, 59–68.

Dalton, E. D., Hammen, C. L., Brennan, P. A., & Najman, J. M. (2016). Pathways maintaining physical health problems from childhood to young adulthood: The role of stress and mood. *Psychology & Health*, 31, 1255–1271.

Week 3

January 27th The Biopsychosocial Model

Klawonn, A., Kernan, D., Lynskey, J. (2019). A 5-week seminar on the biopsychosocial-spiritual model of self-care improves anxiety, self-compassion, mindfulness, depression, and stress in graduate healthcare students. *International Journal of Yoga Therapy*, 29, 81-89.

Kim, H., & Son, H. (2019) Fatigue-related factors for community-dwelling older adults with diabetes: A theory-guided multi-dimensional approach using the dynamic biopsychosocial model. *Int. J. Environ. Res. Public Health*, 16, 4502. doi:10.3390/ijerph16224502

January 29th The Biopsychosocial Model

Stempel, H., Federico, M. J., & Szeffler, S. J. (2019). Applying a biopsychosocial model to inner city asthma: Recent approaches to address pediatric asthma health disparities. *Paediatric Respiratory Reviews*, 32, 10–15.

Gentry, K., Snyder, K., Barstow, B., & Hamson-Utley, J. (2018). The biopsychosocial model: Application to occupational therapy practice. *The Open Journal of Occupational Therapy*, 6, 1-19.

January 31st The Biopsychosocial Model

Stilwell, P., & Harman, K. (2019). An enactive approach to pain: Beyond the biopsychosocial model. *Phenomenology and the Cognitive Sciences*, 18(4), 667–668.

Becona, E. (2018). Brain disease or biopsychosocial model in addiction? Remembering the Vietnam Veteran Study. *Psicothema*, 30, 270-275.

Week 4

February 3rd The Theory of Planned Behavior

Guo, R., Berkshire, S. D., Fulton, L V., & Hermanson, P. M. (2019). Predicting intention to use evidence-based management among U.S. healthcare administrators: Application of the theory of planned behavior and structural equation modeling. *International Journal of Healthcare Management*, 12, 25–32.

Mo, P. K. H., Lau, J. T. F., Xin, M., & Fong, V. W. I. (2019). Understanding the barriers and factors to HIV testing intention of women engaging in compensated dating in Hong Kong: The application of the extended theory of planned behavior. *PLoS ONE* 14(6): e0213920.

February 5th The Theory of Planned Behavior

Tseng, Y., Wang, K., Lin, C., Lin, Y., Pan, H., & Chang, C. (2018). Predictors of smoking cessation in Taiwan: Using the theory of planned behavior. *Psychology, Health & Medicine*, 23, 270–276.

Bhochhibhoya, A., & Branscum, P. (2018). The application of the theory of planned behavior and the integrative behavioral model towards predicting and understanding alcohol-related behaviors: A systematic review. *Journal of Alcohol & Drug Education*, 62, 39-63.

February 7th The Theory of Planned Behavior

Montanaro, E. A., Kershaw, T. S., & Bryan, A. D. (2018). Dismantling the theory of planned behavior: Evaluating the relative effectiveness of attempts to uniquely change attitudes, norms, and perceived behavioral control. *J Behav Med*, 41, 757–770.

Bohon, L. M., Cotter, C. A., Kravitz, R. L., Cello, P. C., & Garcia, E. F. (2016). The theory of planned behavior as it predicts potential intention to seek mental health services for depression among college students. *Journal of American College Health*, 64, 593–603.

Week 5

February 10th Placebo Effects

Leibowitz, K. A., Hardebeck, E. J., Goyer, J. P., & Crum, A. J. (2019). The role of patient beliefs in open-label placebo effects. *Health Psychology*, 38, 613– 622.

Zunhammer, M., Gerardi, M., & Bingel, U. (2018). The effect of dopamine on conditioned placebo analgesia in healthy individuals: A double-blind randomized trial. *Psychopharmacology*, 235, 2587–2595.

February 12th Placebo Effects

Loflin M. J. E., Earleywine, M., Farmer, S., Slavin, M., Luba, R., & Bonn-Miller, M. (2017). Placebo effects of edible cannabis: Reported intoxication effects at a 30-minute delay. *Journal of Psychoactive Drugs*, 49, 393–397.

Cornil, Y., Chandon, P., & Krishna, A. (2017). Does Red Bull give wings to vodka? Placebo effects of marketing labels on perceived intoxication and risky attitudes and behaviors. *Journal of Consumer Psychology*, 27, 456–465.

February 14th Placebo Effects

Kirsch, I. (2005). Medication and suggestion in the treatment of depression. *Contemporary Hypnosis*, 22, 59-66.

Fountoulakis, K., A., & Moller, H. J., (2012). Antidepressant drugs and the response in the placebo group: The real problem lies in our understanding of the issue. *Journal of Psychopharmacology*, 26(5), 744–750.

Week 6

February 17th The Health Belief Model

Louis, J. P. (2019). Exploring constructs of the health belief model as predictors to Haitian men's intention to screen for prostate cancer. *Urologic Nursing*, 39, 72-82. doi:10.7257/1053-816X.2019.39.2.72

Fall, E., Izaute, M., & Chakroun-Baggioni, N. (2018). How can the health belief model and self-determination theory predict both influenza vaccination and vaccination intention? A longitudinal study among university students. *Psychol Health*, 33(6), 746-764. doi: 10.1080/08870446.2017.1401623.

February 19th The Health Belief Model

Wang, X., Chen, D., Xie, T., & Zhang, W. (2019). Predicting women's intentions to screen for breast cancer based on the health belief model and the theory of planned behavior. *J. Obstet. Gynaecol. Res*, 45, 2440–2451.

Kahsay, Z. H., Hiluf, M. K., Shamie, R., Tadesse, Y., & Bazzano, A. N. (2019). Pregnant women's intentions to deliver at a health facility in the pastoralist communities of Afar, Ethiopia: An application of the health belief model. *Int. J. Environ. Res. Public Health*, 16, 888.
doi:10.3390/ijerph16050888

February 21st The Health Belief Model

Keshani, P., Kaveh, M. H., Faghih, S., & Salehi, M. (2019) Improving diet quality among adolescents, using health belief model in a collaborative learning context: A randomized field trial study. *Health Education Research*, 3, 279–288.

Gabriel, E. H., Hoch, M. C., & Cramer, R. J. (2019). Health Belief Model Scale and Theory of Planned Behavior Scale to assess attitudes and perceptions of injury prevention program participation: An exploratory factor analysis. *Journal of Science and Medicine in Sport*, 22, 544–549.

Week 7

February 24th Health-Promoting Behaviors

Rathnayake, N., Alwis, G., Lenora, J., & Lekamwasam, S. (2019). Impact of health-promoting lifestyle education intervention on health-promoting behaviors and health status of postmenopausal women: A quasi-experimental study from Sri Lanka. *BioMed Research International*, 2019, Article ID 4060426.

Bakhtiari, A., Yadollahpur, M., Omidvar, S., Ghorbannejad, S., & Bakouei, F. (2018). Does religion predict health-promoting behaviors in community-dwelling elderly people? *Journal of Religion and Health*, 58, 452–464.

February 26th Health-Promoting Behaviors

Arif, N., & Qayyum, S. (2019). Health orientation and health promoting behaviors in women. *J Postgrad Med Inst*, 33(1), 34-40.

Ahn, J., & Chae, D. (2019). The influences of socio-individual determinants and health information seeking on health-promoting behaviors among migrant women: A cross-sectional study. *Jpn J Nurs Sci*, 16, 481–490.

February 28th**Health-Promoting Behaviors**

Wippold, G. M., Tucker, C. M., Smith, T. M., Ennis, N., Kang, S., Guastello, A. D., ... Desmond, F. F.

(2019). An examination of health-promoting behaviors among Hispanic adults using an activation and empowerment approach. *Progress in Community Health Partnerships: Research, Education, and Action*, 13, 9-17.

Munoz-Laboy, M., Martinez, O., Draine, J., Guilamo-Ramos, V., Severson, N., Levine, E., & Benjamin,

G. (2018). The assets and challenges of formerly incarcerated Latino men's social support networks in promoting healthy behaviors. *J Urban Health*, 95, 534-546.

Week 8**March 2nd****Health-Compromising Behaviors**

Raffoul, A., Leatherdale, S. T., & Kirkpatrick, S. (2018). Weight management, weight perceptions, and

health-compromising behaviours among adolescent girls in the COMPASS study. *The Journal of Primary Prevention*, 39, 345-360.

Dew, P. C., Guillory, V. J., Okah, F. A., Cai, J., & Hoff, G. L. (2007). The effect of health compromising

behaviors on preterm births. *Matern Child Health J*, 11, 227-233.

March 4th**Health-Compromising Behaviors**

Keesling, B., & Friedman, H. S. (1987). Psychosocial factors in sunbathing and sunscreen use. *Health*

Psychology, 6(5), 477-493.

Lee, M. J., & Kang, H. (2018). Designing skin cancer prevention messages: should we emphasize gains

or losses? Message framing, risk type, and prior experience. *American Journal of Health Promotion*, 32(4), 939-948.

March 6th**Health-Compromising Behaviors**

Hassan, E. A., & Creatsas, G. C. (2000). Adolescent sexuality: A developmental milestone or risk-taking

behavior? the role of health care in the prevention of sexually transmitted diseases. *J Pediatr Adolesc Gynecol*, 13, 119-124.

Waldron, J. J., & Krane, V. (2005). Whatever it takes: Health compromising behaviors in female athletes. *Quest*, 57, 315-329.

Week 9

March 9th	Spring Break	No Assigned Reading
March 11th	Spring Break	No Assigned Reading
March 13th	Spring Break	No Assigned Reading

Week 10

March 16th Coping and Social Support

Potter, C. M., Kelly, L., Hunter, C., Fitzpatrick, R., & Peters, M. (2018). The context of coping: A qualitative exploration of underlying inequalities that influence health services support for people living with long-term conditions. *Sociology of Health & Illness*, 40, 130–145. doi: 10.1111/1467-9566.12624

Brewer, G., Robinson, S., Sumra, A., Tatsi, E., & Gire, N. (2015). The influence of religious coping and religious social support on health behaviour, health status and health attitudes in a British Christian sample. *J Relig Health*, 54, 2225–2234.

March 18th Coping and Social Support

Sun, R., Vuillier, L., Hui, B. P. H., & Kogan, A. (2019). Caring helps: Trait empathy is related to better coping strategies and differs in the poor versus the rich. *PLoS ONE*, 14(3), e0213142.

Burgess, A. P., Carretero, M., Elkington, A., Pasqual-Marsettin, E., Lobaccaro C., & CatalaÂnet, J. (2000). The role of personality, coping style and social support in health-related quality of life in HIV infection. *Quality of Life Research*, 9, 423-437.

March 20th Coping and Social Support

Logan-Greene, P., Tennyson, R. L., Nurius, P. S., & Borja, S. (2017). Adverse childhood experiences, coping resources, and mental health problems among court-involved youth. *Child Youth Care Forum*, 46, 923–946.

Seckin, G. (2013). Satisfaction with health status among cyber patients: Testing a mediation model of electronic coping support. *Behaviour & Information Technology*, 32, 91–101.
<http://dx.doi.org/10.1080/0144929X.2011.603359>

Week 11

March 23rd Complementary and Alternative Medicine

Kuo, Y., Tsay, S., Chang, C., Liao, Y., & Tung, H. (2018). Cancer impact, complementary/alternative medicine beliefs, and quality of life in cancer patients. *The Journal of Alternative and Complementary Medicine*, 24, 276–281. doi: 10.1089/acm.2016.0396

Green, R. R., Santoro, N., Allshouse, A. A., Neal-Perry, G., & Derby, C. (2017). Prevalence of complementary and alternative medicine and herbal remedy use in Hispanic and non-Hispanic white women: Results from the study of women's health across the nation. *The Journal of Alternative and Complementary Medicine*, 23, 805–811. doi: 10.1089/acm.2017.0080

March 25th Complementary and Alternative Medicine

Asher, G. N., Gartlehner, G., Gaynes, B. N., Amick, H. R., Forneris, C., Morgan, L. C., ... Lohr, C. N. (2017). Comparative benefits and harms of complementary and alternative medicine therapies for initial treatment of major depressive disorder: Systematic review and meta-analysis. *The Journal of Alternative and Complementary Medicine*, 23, 907–919. doi: 10.1089/acm.2016.0261

Siddiqui, M. J., Min, C. S., Verma, R. K., & Jamshed, S. Q. (2014). Role of complementary and alternative medicine in geriatric care: A mini review. *Pharmacognosy Reviews*, 8, 81-87.

March 27th Complementary and Alternative Medicine

Sliwinski, J. R., & Elkins, G. (2017). Hypnotherapy to reduce hot flashes: Examination of response expectancies as a mediator of outcomes. *Journal of Evidence-Based Complementary & Alternative Medicine*, 22(4), 652-659.

Elkins, G., Sliwinski, J., Bowers, J., & Encarnacion, E. (2013). Feasibility of clinical hypnosis for the treatment of Parkinson's disease: A Case Study. *Intl. Journal of Clinical and Experimental Hypnosis*, 61(2), 172–182.

Week 12

March 30th Health Care Services

Washburn, J. J. (2019). Master's level providers in health service psychology: An idea that has come and passed, and now must come again. *Training and Education in Professional Psychology, 13*, 92-99.

Hope-Stone, L., Ablett, J., & Salmon, P. (2019). Reflections on a health psychology service for patients with uveal melanoma: The challenge of psychological screening and intervention when distress is 'normal'. *Journal of Clinical Psychology in Medical Settings, 26*, 421–429.

April 1st Health Care Services

Glassgow, A. E., Gerges, M., Martin, M. A., Estrada, I., Issa, Z., Lapin, K., ... Risser, H. J. (2018). Integration of mental health services into an innovative health care delivery model for children with chronic conditions. *Children and Youth Services Review, 95*, 144-151.

Bierman, A. S. (2019). Preventing and managing multimorbidity by integrating behavioral health and primary care. *Health Psychology, 38*, 851– 854.

April 3rd Health Care Services

Singer, J., & Adams, J. (2014). Integrating complementary and alternative medicine into mainstream healthcare services: The perspectives of health service managers. *BMC Complementary and Alternative Medicine, 14*, 167. doi:10.1186/1472-6882-14-167

O'Tuathaigh, C. M. P., Idris, A. N., Duggan, E., Costa, P., & Costa, M. J. (2019). Medical students' empathy and attitudes towards professionalism: Relationship with personality, specialty preference and medical programme. *PLoS ONE, 14*(5), e0215675.

Week 13

April 6th Chronic and Terminal Illness

Chandra, P. S., & Desai, G. (2007). Denial as an experiential phenomenon in serious illness. *Indian J Palliative Care, 13*, 8-14.

Elie, D., Marino, A., Torres-Platas, S. G., Noohi, S., Semeniuk, T., Segal, M., ... Rej, S. (2018). End-of life care preferences in patients with severe and persistent mental illness and chronic medical conditions: A comparative cross-sectional study. *Am J Geriatr Psychiatry*, 26, 89-97.

April 8th Chronic and Terminal Illness

Moreno-Jimenez, B., Rodriquez-Carvajal, R., Hernandez, E. G., & Benadero, E. M. (2008). Terminal versus non-terminal care in physician burnout: The role of decision-making processes and attitudes to death. *Salud Mental*, 31, 93-101.

Jaworska, S., & Ryan, K. (2018). Gender and the language of pain in chronic and terminal illness: A corpusbased discourse analysis of patients' narratives. *Social Science & Medicine*, 215, 107–114.

April 10th Good Friday

No Assigned Reading

Week 14

April 13th Psychoneuroimmunology

Moraes, L. J., Miranda, M. B., Loures, L. F., Mainieri, A. G., & Marmora, C. H. C. (2018). A systematic review of psychoneuroimmunology-based interventions. *Psychology, Health & Medicine*, 23, 635–652.

Towers, A. E., & Freund, G. G. (2019). Nutritional psychoneuroimmunology: Is the inflammasome a critical convergence point for stress and nutritional dysregulation? *Current Opinion in Behavioral Sciences*, 28, 20–24.

April 15th Psychoneuroimmunology

Mihic, L. L., Mihatovic, D., and Situm, M. (2019). Psychoneuroimmunology and skin diseases. *RAD CASA – Medical Sciences*, 537, 25-36. doi: 10.21857/y6z0lb8l7m

Kohut, M. (2019). Exercise and psychoneuroimmunology. *Current Opinion in Behavioral Sciences*, 28, 152–162.

April 17th

Psychoneuroimmunology

Madison, A., & Kiecolt-Glaser, J. K. (2019). Stress, depression, diet, and the gut microbiota: Human–bacteria interactions at the core of psychoneuroimmunology and nutrition. *Current Opinion in Behavioral Sciences*, 28, 105–110.

Sherer, M. L., Posillico, C. K., & Schwarz, J. M. (2018). The psychoneuroimmunology of pregnancy. *Frontiers in Neuroendocrinology*, 51, 25–35.

Week 15

April 20th Student Choice

April 22nd Student Choice

April 24th Student Choice

Week 16

April 27th Student Choice

April 29th Student Choice

Final papers due to my office by 9:00 am on Wednesday, May 6th