Instructor:  Bert N. Uchino
Office:  813 Social-Behavioral Sciences Building
Office Hours:  By appointment
Phone:  581-5682
Place/Time:  SBEH Room 801 on Friday from 9:00 to 12:00 pm.

Description

This course will serve as a graduate overview of conceptual and methodological issues relating stress to the autonomic, neuroendocrine, and immune systems; and its link to physical health. By the end of the course, students will have a strong familiarity with the empirical literature examining the relationship between stress, physiological processes, and health. More importantly, students should be able to think conceptually about physiological mechanisms linking stress to physical health.

Assignments and Grades

In addition to the assigned weekly readings, students will be responsible for short weekly assignments. The assignments are to be completed in 1 double spaced page or less. PAPERS THAT EXCEED THIS LENGTH WILL NOT BE ACCEPTED. In these assignments, you will be asked to (a) formulate 3 questions regarding the readings and (b) write one or two paragraphs on key issue(s) that you view as particularly insightful / problematic in these readings. The weekly papers are due to me and the presenters (email attachment preferred) no later than 5 pm the day prior to class. In addition, as part of their participation, each student will be asked to lead at least one of the class topics with me. There will also be four short papers (2 pages each) during the semester that will essentially substitute as your final paper. Three of these will be summaries of the basic physiological systems, with the final paper being a thought paper about the course. Thus, sixty percent of your grade will be based on your weekly assignments and participation in the weekly class discussions. The four papers will count 40% of your final grade.

Student Rights and Responsibilities: All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, detailed in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors. Students have the right to appeal such action to the Student Behavior Committee. For Student Rights and Responsibilities, see http://www.regulations.utah.edu/academics/6-400.html

Department of Psychology Academic Misconduct Policy: The Department of Psychology has a zero tolerance policy for academic misconduct. Academic misconduct includes cheating, plagiarizing, research misconduct, misrepresenting one’s work, and inappropriately collaborating. This applies to any work students turn in for evaluation or course credit. Definitions can be found in the Student Code at http://www.regulations.utah.edu/academics/6-400.html. If you are suspected of academic misconduct, the process proceeds according to the rules found in the Student Code, University Policy 6-400(V). If you are found responsible for misconduct, consequences range from failure on the assignment to dismissal from the program, consistent with both University and Psychology Department Policy.
Minor offenses: (plagiarism in written work) include failure to use citations correctly, because of lack of understanding of proper procedures for crediting ideas, rather than intention to cheat (with no evidence of lifted/stolen text).

Major Offenses:
1. Cheating on a test, quiz, problem set, or other independent work
2. Plagiarism in written work: Copying any quantity of text from another source or another student without quoting and citing the copied text.
3. Plagiarism in written work: Flagrant misuse of citations, such that a student clearly attempted to represent ideas that were not his/hers as if they were, even if the ideas were presented in the student’s own words.

Both minor and major offenses will have consequences, as outlined in the full Psychology Department Policy (which you can find here in PDF format).

**Student Support and Accommodation:** The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

**Withdrawals:** The last date for course withdrawal without instructor’s permission is January 22nd 2016. Following this period, instructor approval for course withdrawal will only be given for medical or personal emergencies and will be considered on a case-by-case basis.

**Incompletes:** Incompletes are given only for extraordinary circumstances. For an incomplete to be given, the student must be passing the course and finished about 80% of course material. Please see your registration guide for more detailed information.
## PSYCHOLOGY 6962: STRESS, PHYSIOLOGICAL PROCESSES, AND HEALTH

Spring of 2016

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<td>Models of Stress and Coping</td>
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<td>Final Paper due by 5 pm</td>
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### NOTES
Integrative Multilevel Analyses and Inference


Other Recommended Reading


Conceptualization of Stress


Other Recommended Reading


Cardiovascular Function


Other Recommended Readings


Cardiovascular Reactivity/Recovery and Disease


Light, K.C. (2001). Hypertension and the reactivity hypothesis: The next generation. Psychosomatic Medicine, 63, 744-746


Other Recommended Reading


Moderators / Mediators of Cardiovascular Function


Recommended Readings


Basic Neuroendocrine Function


Recommended Readings


Stress and Endocrine Reactivity


Other Recommended Reading


Stress, Endocrine Reactivity, and Mediating/Moderating Processes


Other Recommended Reading


Basic Immune Function


Next time do not assign Chapter 2 and assign Slavich instead of Miller.

Recommended Readings


Acute Stress and Immune Function


Recommended Readings:


Chronic Stress and Immune Function


Recommended Readings


Integrating Perspectives I: Inflammation


Recommended Readings


Chiang, J., Eisenberger, N., Seeman, T., & Taylor, S. (2012). Negative and competitive social interactions are related to heightened proinflammatory cytokine activity *Proceedings of the National Academy of Sciences, 109* (6), 1878-1882 DOI: 10.1073/pnas.1120972109


Stress, Physiological Processes, and Health
Spring 2016
B.N. Uchino

Integrating Perspectives II: CNS Influences / General Processes


Recommended Readings


