Psychology 4460 Sections 001 & 002
Social Psychology of Health and Illness
Spring 2022

Professor

Dr. Lisa G. Aspinwall  E-mail:  lisa.aspinwall@psych.utah.edu
Rm. 804 BEH-S (please put “4460” in the subject header)
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Office Hours: Tuesday 1-2 PM; additional times by appointment

Teaching Assistant

Lilly Bautista  E-mail:  lilly.bautista@psych.utah.edu
Rm. 806 BEH-S
Office Hours:  Thursday, 12:15 PM- 1:15 PM; additional times by appointment

Note:  Office hours are subject to change with advance notice.  Please attend class for up-to-date information and check the announcements section of the class web site.

Time & Location of Course

Class meets Tuesdays and Thursdays, 10:45 AM-12:05 PM, in Gardner Commons Room 4700.

In recognition of the evolving nature of the COVID-19 pandemic, we are committed to working with you to ensure you have access to all resources and a fulfilling learning experience in this course. This course is scheduled to be held in person. Except in cases of ADA accommodations or quarantining due to COVID-19 exposure or infection, you will be expected to attend class in person and complete activities in person. Changes to this policy are up to the discretion of the instructor. We will continue to monitor campus recommendations regarding safety, and will announce any changes to the class on the Canvas site. Please be sure that your contact information is up to date so that you receive these announcements.

The Marriott Library, UIT, and TLT are expanding the number of laptops and hotspots available for checkout; see: https://lib.utah.edu/coronavirus/checkout-equipment.php

Additional information about University policies, CDC recommendations, and testing and vaccination resources appears on last page of this syllabus.

Required Text

There is no textbook. Required readings are available at no cost for individual download on the class website.

Class Website

All course materials (including readings and paper assignments) may be found on the class website on Canvas. Lecture notes will be posted each morning before class.
Learning Goals

The lectures, activities, and assignments in this course will advance your proficiency in three critical learning goals, specifically 1) improving your knowledge base in psychology and its applications, 2) developing critical thinking, interpreting basic research findings, and incorporating sociocultural factors in scientific inquiry, and 3) improving your oral presentation and written communication skills.

Overview of the Course

Through a series of lectures, readings, discussions, and short paper assignments, this course examines the multiple pathways through which people influence each other’s health beliefs, behaviors, and outcomes. We will consider the following topics in detail:

Health cognitions & behavior: We will examine social influences on undertaking and maintaining preventive health behavior, seeking care for acute and chronic illnesses, understanding mental models of illness, changing health behaviors, and preventing relapse. We will also examine these questions for contagious diseases like the coronavirus.

Risk perception & risk communications: We will also examine individual and social determinants of risk perceptions and how these may be influence by health-promotion and risk-communication campaigns on the one hand and marketing campaigns on the other. We will examine social aspects of advances in medicine, such as predictive genetic testing, that highlight the importance of understanding how human beings think about -- and respond to -- potential health risks.

Personality, religion, identity, & health: We will consider multiple individual differences (e.g., optimism, hostility, religious or spiritual beliefs, other aspects of worldview, social identity) linked to health behavior and outcomes, and we will consider multiple explanations for these links.

Social processes & the management of illness: We will consider a wide range of social processes involved in managing illness, including social support, stigma, disclosure, and social comparison processes. We will examine how technology is changing social processes related to illness (for example, Internet-based support groups for people with chronic illness).

SES, ethnicity, discrimination, stigma, & health: We will examine the effects of ethnicity and socioeconomic status on health behaviors and outcomes, focusing on the social aspects of this question. We will consider such phenomena as discrimination and stigma related to racism, sexism, and heterosexism, how people manage these potential sources of stress, and how such efforts are related to health outcomes over time.

Social and interpersonal aspects of specific mental & physical health issues: We will bring all of the previous topics to bear in detailed considerations of specific mental and physical health issues, including HIV/AIDS, depression, and bereavement. We will also discuss specific mental and physical health topics selected by students in the course.

A detailed schedule of topics, readings, and paper assignments appears on pages 9-14.
Requirements of the Course & Grading

This course has two sections. The small project assignments, article share exercise, and class participation expectations are the same in both sections, but there are important differences in how the assignments contribute to your final grade. The Honors section 002 has an additional final research paper. There are no exams in either section of this course. Please see details specific to the section in which you have enrolled.

Section 001 (regular section):

1. Small Projects (16% x 5 = 80%): Students will complete 5 short paper assignments (4-5 pages each), due roughly every 2-3 weeks. An extra project may be completed for extra credit.

2. Article share (10%): Social psychology is a huge and active field, with multiple applications to understanding health and illness. To ensure that we are covering contemporary issues and to focus class discussion on students' interests, we will have brief presentations that are based on articles selected by students. These articles should be related to each week's topic and have been published within the last 10 years (see me to discuss exceptions). Students should be prepared to describe the rationale for and findings of this article in sufficient detail that those of us who have not read the article will be able to understand it and learn from their presentation. Students will also prepare two discussion questions that follow from their article. A sign-up sheet for these presentations will be made available early in the semester. A list of academic social psychology journals appropriate for this assignment appears on page 7.

4. Class participation (10%): This will be an active, discussion-focused class. Asking questions and offering comments and examples improves the learning experience for everyone. Additionally, there are two important class discussions that depend on students bringing in examples (health-risk communications, social support websites). Bringing in relevant and thought-provoking examples, and asking questions about other students' examples, are both important ways to contribute to the class discussion.

Participation counts. Additionally, although no attendance will be taken, strong consistent thoughtful participation during class may be recognized with a few extra points in cases where a student is very close to a higher grade.

More information about the short paper assignments will be provided in class. A draft list of short assignments appears on page 9.
Section 002 Honors:

1. Small Projects (10% x 5 = 50%): Students will complete 5 short paper assignments (4-5 pages each), due roughly every 2-3 weeks. An extra project may be completed for extra credit.

2. Final Research Paper (30%): Instead of a final exam, an 8-10 page research paper is required. The paper must be based on at least 5 original source journal articles. In consultation with the professor, students will develop their own topics relating to social influences on the etiology, maintenance, and/or prevention or treatment of some mental or physical health issue. This paper should integrate material from the course with your own interests. The paper may be written as a research proposal, literature review, or design of a novel health intervention. The final paper is due Monday, May 2, 12:30 PM.

3. Article share (10%): Social psychology is a huge and active field, with multiple applications to understanding health and illness. To ensure that we are covering contemporary issues and to focus class discussion on students' interests, we will have brief presentations that are based on articles selected by students. These articles should be related to each week's topic and have been published within the last 10 years (see me to discuss exceptions). Students should be prepared to describe the rationale for and findings of this article in sufficient detail that those of us who have not read the article will be able to understand it and learn from their presentation. Students will also prepare two discussion questions that follow from their article. A sign-up sheet for these presentations will be made available early in the semester. A list of academic social psychology journals appropriate for this assignment appears on page 7.

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More information about the short paper assignments and final paper will be provided in class. A draft list of short assignments appears on page 9.
Important Administrative Details

NOTE: The following rules are presented in the interest of fairness for all students.

Documented Scheduling Conflicts & Other Hardships

With two weeks advance notice, we may be able to help you out of a jam (e.g., 3 exams on the same day, 3 papers due in the same week, 3 weddings to attend, etc.). Without advance arrangements, no exceptions will be made. If you have a schedule conflict, submit a written request to the professor as soon as possible. In the request, include the reason, documentation of the reason, your name, student ID number, and e-mail address.

Late Papers

Extensions will usually be granted if you make arrangements in advance. If you do not make advance arrangements or have satisfactory written documentation for a late paper, your grade will drop one half of one letter grade per business day or part of business day late.

Grading Reviews

You have a maximum of 2 weeks after the return of any graded assignment to ask me to review your grade. Delays beyond 2 weeks must be accompanied by written documentation. Questions about final grades must be addressed in writing by May 31, 2022.

Missing Class to Observe Religious Holidays

Every effort will be made to ensure that students observing religious holidays are not placed at a disadvantage. With advance notice, we will tape lectures. You can facilitate this process by giving the professor written notice of days on which you will be unable to attend by the end of the second week of class.

Accommodations for Students with Disabilities

The Americans with Disabilities Act. 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 this 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.

We are committed not only to the letter but also the spirit of the ADA. If you qualify for accommodations in any aspect of the course, we encourage you to use them, starting with the first class. Please see the professor as soon as possible so that we can make arrangements.
Other Accommodations

Students wishing to discuss potential accommodations for religious or other personal reasons should plan to meet with Dr. Aspinwall during the first two weeks of the semester. As part of our consideration of health behaviors and conditions that are stigmatized and that involve interpersonal behaviors, we will spend at least two classes considering social psychological aspects of behaviors such as unprotected sex and IV drug use that place people at risk for HIV infection. Depending on students' interests, we may also consider the social psychological aspects of other sensitive topics. If you do not believe that you will be comfortable considering such topics in an academic context, please discuss your concerns with the professor before registering for this course.

Additional Policies & Resources

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.php.

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. The Psychology Department Policy can be found at: https://www.psych.utah.edu/undergraduate/files/acad_misconduct_policy.pdf. Major Offenses include:

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.

Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Additional University policies:
Student Code: http://regulations.utah.edu/academics/6-400.php
Accommodation Policy (see Section Q): http://regulations.utah.edu/academics/6-100.php
**Learners of English as an Additional/Second Language.** If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (http://linguistics.utah.edu/esl-program/); the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.

**Wellness Statement and Student Mental Health Resources.** Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah.

Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, campus mental health resources are available, including counseling, trainings and other support.

For helpful resources contact the Center for Student Wellness -www.wellness.utah.edu (801-581-7776). The Counseling Center is another excellent resource, offering services that include counseling and a mindfulness clinic (see http://counselingcenter.utah.edu). Consider participating in a Mental Health First Aid or other wellness-themed training provided by Student Affairs’ Center for Student Wellness to help contribute to creating a healthier and safer campus community. These are designed to equip you to better recognize and respond to signs and symptoms of mental health and substance abuse challenges.

**More about Plagiarism and Academic Dishonesty**

Don't even consider it. **Get help in office hours, ask for an extension, do anything but cheat.** The time you would spend writing your own paper would be far less than you would spend trying to fight failing the class or being expelled from the university. More importantly, any grade you earn in this course will reflect your own effort and accomplishment.

As a student, it is in your best interest to try to prevent plagiarism and other forms of cheating. Please be attentive to such issues when you are preparing papers for this class.

Although it is often helpful to discuss the paper assignment and course materials with other students, **no group projects are allowed:** your paper must represent your own individual original work. All papers submitted through canvas will be evaluated by Turnitin. Papers that have substantial overlap in text with other submitted papers or with papers available on the Internet will be referred to the university as potential instances of plagiarism.

It is your responsibility as a student to understand how to discuss other authors' work in an appropriate way. It is our responsibility to answer any questions you may have about such issues. If you have any questions about appropriate ways in which to use and discuss another author’s work in your own papers, please ask.
Other Details

Withdrawals: The last date for course withdrawal without instructor’s permission is January 21. 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 have completed the majority of the assignments. Please see your registration guide for more detailed information.

General Notes about Class Assignments

The goal of many of the assignments in this course is for you to learn a lot about some things, rather than a little about everything. It is perfectly OK for your article share, small paper assignments, and other aspects of your participation in the course to be related. That is, if you have a particular interest in one or more topics, you may develop that interest in different ways in each assignment. Such an approach would allow you to pursue your interests in depth across the themes of the course. It is also fine to use the assignments to learn about different aspects of health and illness.

List of Recommended Journals for Class Assignments

American Psychologist*
Annals of Behavioral Medicine
Health Psychology
Health Psychology Review*
Journal of Behavioral Medicine
Journal of Consulting and Clinical Psychology
Journal of Health and Social Behavior
Journal of Personality and Social Psychology
Journal of Social and Clinical Psychology
Journal of Social Issues
Personality and Social Psychology Bulletin
Preventive Medicine
Psychological Bulletin*
Psychological Review*
Psychological Science
Psychology and Health
Self and Identity
Social Science and Medicine
Stigma and Health

Disease-specific Journals (e.g., AIDS, Cancer, Arthritis)

*Articles in these journals will most usually be extensive reviews. In most cases, it would be better to find just one of the original empirical studies mentioned in the review, rather than trying to present the entire review. Please ask us if you have questions.
Schedule of Topics, Required Readings & Paper Assignments*

A schedule of topics and readings appears on pages 10-14. All class readings will be provided in advance on the class website in modules or folders labeled with the date of each class meeting. Please note that this schedule is subject to revision. Please attend class and check the class website for up-to-date information. Any revisions to the deadlines for specific paper assignments would result in their being moved later, never earlier.

*Below are brief descriptions of each of the 7 paper assignments. Students will complete 5 of the 7 assignments (your choice). Final versions of these assignments will be available on the class web site.

1. **Health Cognitions and Health Behaviors** (due on Tuesday, Feb. 1, 5 PM.)
   
Paper #1 (The Best of Intentions...: Track the Fate of a New Year's Resolution)

2. **Risk Perception & Risk Communications** (due on Thursday, February 17, 5 PM)
   
Paper #2 (Analysis of public service announcements, risk communication and/or social marketing campaigns versus ad campaigns for unhealthful products or behaviors; or analysis of COVID-19 risk communications)

3. **Mental Models, Illness Delay, & Adherence** (due on Thursday, March 17, 5 PM)
   
Paper #3 (Illness Delay Interview & Analysis)
Be ready to discuss your interview in class on Thursday, March 3.

4. **Personality, Religion, Identity, & Health** (due on Tuesday, March 29, 5 PM)
   
Paper #4 (Who We Are, What We Believe, and What We Do: Interview re: link between personal beliefs and/or social identity and one or more aspects of health beliefs and/or behaviors, coping with stress, seeking social support, etc.)

5. **Social Processes & the Management of Illness & Stigma** (due on Tuesday, April 12, 5 PM)
   
Paper #5a (Social Support on the Internet)
Alternate Paper #5b (Analysis of Helpful Versus Unhelpful Social Support)

6. **Discrimination, Disparity And Health** (due on Thursday, April 21, 5 PM)
   
Analyze an existing intervention or propose a new intervention to reduce health disparities, focusing on a particular illness or a particular process relevant to a specific health disparity.

7. **Interpersonal aspects of the Etiology, Maintenance, and/or Treatment of a Physical or Mental Health Issue** (due on Monday, May 2, 12:30 PM)

Section 002 only: Final paper due Monday, May 2, 12:30 PM.
The deadline for clearing your final paper topic with the instructor is April 12, 5 PM.
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<th>Date</th>
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<td>Van Bavel et al. (2020)</td>
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<td>Gibbons et al. (1998) – read for gist</td>
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<td>Weinstein, Lyon, Sandman, &amp; Cuite (1998)</td>
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*Paper 1 (best of intentions) due 5 PM*
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<tr>
<td>2/15</td>
<td><strong>Personality &amp; Health.1: Multiple Pathways</strong></td>
<td>Aspinwall et al. (2001) Aspinwall &amp; Pengchit (2013)</td>
<td>2/17</td>
<td><em>TBA – Professor scheduled to attend SPSP conference</em></td>
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<td>Paper 2 due, 5 PM   (analysis of public service announcements to promote healthy behavior versus advertising to promote unhealthful behaviors)</td>
<td>TBA</td>
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<td>3/8</td>
<td>Spring Break</td>
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<td>Davison, Pennebaker &amp; Dickerson (2000)</td>
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<td>3/22</td>
<td><strong>Social Comparison &amp; Health: Adjustment to Chronic Illness</strong></td>
<td>Wood, Taylor, &amp; Lichtman (1985)</td>
<td>3/24</td>
<td><strong>Social Support &amp; the Internet</strong></td>
<td>No new readings</td>
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<td>Kulik, Mahler, &amp; Moore (1996)</td>
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<td>3/29</td>
<td><strong>Social Support &amp; the Internet</strong></td>
<td>No new readings</td>
<td>3/31</td>
<td><strong>Discrimination, Disparity &amp; Health.1</strong></td>
<td>Pascoe &amp; Smart Richman (2009)</td>
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<td></td>
<td>Students present their analyses of Internet-based support groups and social comparison processes</td>
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<td>Cundiff &amp; Smith (2017)</td>
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<td>Optional: Schnittker &amp; McLeod (2005)</td>
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| 4/5  | Discrimination & Health. 2  
| 4/12 | Discrimination, stigma and health, medical mistrust  
*Paper 5 social support is due, 5 PM (analysis of helpful versus unhelpful social support or social support/social comparison processes on the Internet)*  
*Section 002 only – deadline to clear final paper topic with instructor* | CDC Statement on Racism and Health | 4/14 | Play design star!  
*Divide the readings for 4/19 among students to discuss their chosen sections in this long and important article* | No new readings |
| 4/19 | SES, Ethnicity, Environment & Health | Taylor, Repetti & Seeman (1997), with sections to be divided among students | 4/21 | Interpersonal Processes & Health.1: Examples from the Etiology and Maintenance of Depression, Bereavement  
*Paper #6 Discrimination, disparity and health is due* | Coates & Wortman (1980)  
Wortman & Silver 2001 |
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<td>[Students can choose to focus on COVID 19 transmission]</td>
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<td>5/2 Mon</td>
<td>Section 002 only: Final Papers Due, 12:30 PM</td>
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<td>Both sections: Paper #7 due, 12:30 PM</td>
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<td>(Interpersonal aspects of the etiology and maintenance of chosen illness)</td>
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Psychology 4460 Reading List

Introduction  (1/11/2022)


Social Factors & Health (1/13/2022)


Health Cognitions & Behaviors (1/18/2022)


Health Cognitions & Behaviors over Time (1/20/2022)


Illness Prototypes & Social Norms (1/25/2022)


**Stages of Change, Maintenance & Relapse (1/27/2022)**


**Persuasion & Health 1: Risk Perceptions & Risk Communication, Defensive Processing (2/1/2022)**


Optional: John B. Jemmott III, Ph.D. Accessed at https://www.asc.upenn.edu/people/faculty/john-b-jemmott-iii-phd


**Persuasion & Health.2: Message framing, fear appeals, social marketing, health-promotion campaigns (2/3/2022 and 2/8/2022)**


**Mental Models of Illness & Adherence (2/10/2022)**


Illness Perception Questionnaire-Revised (see link in module) Accessed at ipq.h.uib.no/index.html

**Personality & Health.1: Multiple Pathways (2/15/2022)**


Personality & Health.2: Optimism, Control Beliefs (2/22/2022)


Religion, Spirituality, Worldview, Coping, Identity and Health.1 (2/24/2022)


Discussion of Illness Delay Interviews (3/3/2022 – no new readings)

Religion, Spirituality, Worldview, Coping, Identity & Health.2 (3/1/2022)


Optional Articles That Present Questionnaires about Personality, Religion, and Health

Illness Perception Questionnaire

CES-D Scale

Ways of Coping Scales

Self-Evaluation Questionnaire

Pearlin Self Mastery Scale

Scheier Life Orientation Test, Revised, LOT-R

Consideration of Future Consequences Scale, English

Carver Brief COPE

Pargament RCOPE Items and Scales


Regulatory Focus Questionnaire (RFQ)


Life Orientation Test, Revised LOT-R


**Healthy Spring Break (3/8 & 3/10 – optional student choice of empirically tested wellness activities)**


**Social Support.1 (3/15/2022)**


**Social Support.2 (3/17/2022)**


**Social Comparison & Health: Adjustment to Chronic Illness (3/22/2022)**


Social Support & the Internet (3/24/2022)
No new readings – students to provide and discuss examples.

Social Support & the Internet (3/29/2022)
No new readings – students to provide and discuss examples.

Discrimination, Disparity & Health.1 (3/31/2022)


Discrimination & Health.2 (4/5/2022) – read Eccleston (2008) & 1 other article from list


Discrimination, stigma and health, identity, medical mistrust (4/7/2022)


Discrimination, stigma and health, medical mistrust (4/12/2022)


Play Design Star (4/14/2022) – Students will work in small groups to design research studies of discrimination and health or other contributors to health disparities (topics of their choosing)
SES, Ethnicity, Environment & Health (4/19/2022)


Interpersonal Processes & Health.1: Examples from the Etiology and Maintenance of Depression & Bereavement (4/21/2022)


Interpersonal Processes & Health.2: Understanding and Negotiating Safer Sexual Behavior (4/26/2022) – students choose 2 from the list


**Final Papers Due – section 002 (Honors) only (5/2/2022)**
University Policies, CDC Recommendations, and Resources

for Coronavirus Vaccination and Testing

University leadership has urged all faculty, students, and staff to model the vaccination, testing, and masking behaviors we want to see in our campus community. These include:

• Vaccination
• Masking indoors
• If unvaccinated, getting weekly asymptomatic coronavirus testing
• Quarantining after exposure

Vaccination
• Get a COVID-19 vaccination and the booster shot recommended for pairing with your vaccine if you have not already done so. Vaccination is proving highly effective in preventing severe COVID-19 symptoms, hospitalization and death from coronavirus. Vaccination is the single best way to stop this COVID resurgence in its tracks.
  • University of Utah students are required (as of August 27, 2021) to complete a cycle of COVID-19 vaccination and booster shot with an approved vaccine, or complete an exemption form. The university provides three convenient vaccination options:
    • Attend one of the regularly scheduled vaccine events at the Student Union on campus.
    • Schedule an appointment with Student Health.
    • Visit http://mychart.med.utah.edu/, https://alert.utah.edu/covid/vaccine/, or http://vaccines.gov/ to schedule your vaccination.

Masking
• While masks are not required outside of Health Sciences facilities, on UTA buses or campus shuttles, CDC guidelines now call for everyone to wear face masks indoors.
    • With high transmission rates in Salt Lake County, the CDC recommends: “Everyone should wear a mask in public indoor settings.”
      • Treat masks like seasonal clothing (i.e., during community surges in COVID transmission, they should be worn indoors and in close groups outside).
      • In cases of classroom exposure, masks should be worn for the quarantine period (see details below).

Testing
• If you are not yet vaccinated, get weekly asymptomatic coronavirus tests. This is a helpful way to protect yourself and those around you because asymptomatic individuals can unknowingly spread the coronavirus to others. 
  • Asymptomatic testing centers are open and convenient: Online scheduling
    • Saliva test (no nasal swabs)
    • Free to all students returning to campus (required for students in University housing)
    • Results often within 24 hours
    • Visit alert.utah.edu/covid/testing

Remember: Students, faculty and staff must self-report if they test positive for COVID-19 via this website: https://coronavirus.utah.edu/.