

**Attention!**

This is a *representative* syllabus.

The syllabus for the course when you enroll may be *different*.

Use the syllabus provided by *your* instructor for the most up-to-date information. Please refer to your instructor for more information for the specific requirements for a given semester.

Feel free to contact the Psychology Advising Office for any questions regarding psychology courses either by email ([psychadvising@osu.edu](mailto:psychadvising@osu.edu)) or phone (614.292.5750).

Thank you!

## Health Psychology: Psychology 4531

**Format:** This course will be delivered in person (hopefully!) unless University policies change and is required to go online. Consistent with University regulations, it is expected that all students wear face-masks and

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) **to receive a grade of (C) average**.

**About me:** My lab researches the psychological, geospatial, endocrine, genetic, and neural factors influencing immune function, which is a key driver of health. At the same time, the lab also focuses on the reverse pathway: how the immune system affects our thoughts, feelings, decisions, and brain. I will try to incorporate some of this material into the course. You can read more about the lab's work here: [baldwinmway.com](http://baldwinmway.com).

**Introduction.** For better or worse, good health has arguably become our culture's most cherished value. Because we have placed such value on health, we are exposed to a tremendous amount of health-related information in the news: How to eat healthy, strategies to exercise more, methods to improve well-being, how to lower stress, etc. How are we to evaluate this data? What is reliable information and what is unreliable information? How do we separate the wheat from the chaff? Thus, one goal of this course will be to teach you to think critically about health information.

A second goal is to learn how engaging in these behaviors can impact our psychological well-being and disease. In other words, what are the pathways and processes by which these occur? This will be a primary focus of the course. An exciting development in the field over the last 25 years has been discoveries of the specific mechanisms by which psychological processes can influence biological disease processes. Therefore, this course is at the nexus of biology and psychology, of mind and body.

Major themes:

Critical thinking. In many ways the point of higher education is to teach you to think critically. In this course, the teaching of critical thinking takes the form of learning to critique the quality of evidence in support of a health claim. We are daily exposed to health claims from friends, the media, and advertisements. How many are trustworthy? A central goal of the course will be to learn to critique the methodology used to make particular claims.

Mind and Body are linked. This connection between mind and body is a two-way street. Your perceptions and thoughts, whether reflective of reality or not, influence your physiology and thereby your health. Conversely, biological factors, whether hormonal, dietary, or pharmaceutical can influence your thoughts and feelings. Although 20 years ago there was a question as to whether there was such a bidirectional relationship, now it is no longer in doubt and much of this course focuses on the specific biological and psychological pathways that make up this two-way street.

Acute and Chronic are different. Whether it be pain, stress, or pleasure the acute and chronic effects of the same physiological or psychological state can have opposite effects.

Stress is not a death sentence; It can even be a good thing. Stress can have adverse effects on health, but these adverse effects don't happen to everyone and there are many factors that can minimize these adverse effects. Some even benefit from experiencing stressful events.

Behavior change is hard. Understanding why behavior change is hard has led to better interventions to improve behavior. You can use some of these strategies to better achieve your academic, health, and life goals. One major assignment will encourage you to employ these techniques to change a behavior you would like to change.

Genetics is not destiny. Although almost all diseases and behaviors have a genetic component, psychology, behavior, and the environment have powerful influences on health-related outcomes.

**Materials.** There are several primary source materials for this course that will be supplemented by various articles. The primary source is a traditional textbook written by Shelley Taylor, Ph.D. (my old advisor). The other books are not traditional textbooks. They are books written for a popular audience and are designed to expose you to the type of information acquisition you will primarily do after you graduate.

Taylor, S.T. & Stanton, A.L. (2020). *Health Psychology* (11<sup>th</sup> ed.). New York, NY: McGraw Hill.

Prior editions cover much of the same material, but not all. If you use an older edition, you will be responsible for the knowledge that is different between the two books.

Mann, T. (2015). *Secrets from the Eating Lab: The Science of Weight Loss, the Myth of Willpower, and Why You Should Never Diet Again*. New York, NY: Harper Collins.

Duhigg, C. (2014). *The power of habit: Why we do what we do in life and business*. New York, NY: Random House.

Bullmore, E. (2018). *The inflamed mind: A radical new approach to depression*. New York: Picador.

Note: Apparently, the books (other than the Taylor textbook) are freely available in electronic versions through Columbus Metropolitan library.

The choice of these books reflect the goals of the course. The textbook is to facilitate your comprehension of the basic themes in health psychology. The books written for a popular press audience are less detailed, but more approachable. I hope reading such material will reduce barriers to your future pursuit of scientific reading. Be warned, the authors don't always agree. Where they disagree will be a topic for discussion in class. The goal is to begin to teach you how to think critically about different perspectives on health.

There will also be readings from the primary literature (these will be posted on Carmen). Because one of the goals of this course is to develop your skills in being analytical thinkers as well as self-directed consumers and evaluators of health information, some of the readings will be research articles from the primary literature (e.g. *not* the New York Times or a Press Release). Questions about these papers will definitely be on the quizzes.

Material covered in the assigned readings will be covered on exams and quizzes. Once you graduate, in most jobs you will need to learn from your own reading rather than from a speaker. The goal of including material from the reading is to better prepare you for the situations you will find yourself in the future by encouraging you to learn from your reading.

Powerpoints of most material covered in lectures will be made available, but **NOT** before class. This is for your benefit. Furthermore, I will not always present all of the material on a slide because you learn less if you do not actively process the information. Studies have shown that students who have all of the information in front of them do not process the information as deeply and therefore learn less. Therefore, the slides will be posted after class.

Because this is an upper level course, the material presented in the lectures will be drawn from the primary scientific literature. Thus, the tables and the figures from the original studies will be presented. This is done to expose you to how material is presented in the original papers. To be a wise consumer of health findings, a goal of this course is to develop your familiarity with interpreting such information. Most of this material will be covered in greater detail in the readings, should the presentation in class not be clear. In most cases, the reference to the study will be in the notes section of the Powerpoint slide and will have an abstract. Should you be interested in learning more or reading the original study, this should allow you to look it up on PubMed through our library. For some of the more complicated studies covered in class, I will try and post material under "suggested readings" section of Carmen. By definition, "suggested readings" are not required readings.

## **Evaluation:**

Exams. There will be three exams: two midterm exams (Sept 23<sup>rd</sup> and October 26<sup>th</sup>) and a final exam (Dec 10<sup>th</sup>). The second mid-term exam will primarily focus on material covered since the first midterm. The final exam will focus primarily on topics covered in the last third of the course. Note, however, the topics covered on these exams incorporate prior concepts (for example much of the 3<sup>rd</sup> part of the course covers how processes (e.g. mindfulness or religion) influence health and thus will incorporate some of the material from before the 2<sup>nd</sup> midterm (e.g. stress hormone pathways and inflammation). Thus, knowledge of the prior material will be expected to answer questions on the final exam successfully. Thus, the final exam is quasi-cumulative.

Exams will cover material from both the readings and lecture. The goal is to integrate conceptual knowledge. Each exam will be a mix of mostly multiple choice, some true-false, and several short essay questions. The final will be slightly (~5%) longer than the midterms. Makeup exams will be considered only in the most dire of situations and will require documentation.

There will be an **expanded office hours** the night before each midterm exam at 5pm. These will be in Lazenby 120 (yes, 120 that is not a type from 021 where we meet for class). Based on past experience, this has been when the most students are free. The purpose of this time is to answer questions and clarify concepts. There will not be a formal summary or new material presented during these sessions. Come with your questions.

Quizzes. One common human propensity that influences not only adoption of new health behaviors, but also doing the readings for class is procrastination. To help you implement an effective studying strategy and improve your performance on the exams, there will be quizzes. These are done on Carmen and are open-book and open-note (You are still expected to do your own work, consistent with Ohio State academic integrity standards). The nature of the questions asked on quizzes is slightly different from the nature of the questions asked on exams. The content of questions on quizzes is more fact-based and will ask you specific questions about facts from the readings (the exams are designed to also evaluate your conceptual knowledge in addition to your factual knowledge). Two of these are mandatory: one is a quiz on this document, the syllabus, that will be due within the first week (by Federal law we are to have at least one assignment by then). The other is a quiz on contrasting perspectives on social media use (see below). There will be 3 other additional quiz opportunities on content in the course, one of which will be dropped. Thus, *the best 2 of these 3 will count towards your grade*. When offered, these will be made available on Carmen on Thursday afternoons and close on Monday's at 11:59pm (September 13<sup>th</sup>, October 11<sup>th</sup>, November 15<sup>th</sup>). Because only 2 of the 3 quizzes count towards your grade and the goal is to prevent procrastination, there will be no credit given for late completion of these 3 quizzes. It is expected that you will do your own work and academic misconduct rules will be strictly enforced.

Social Media Use. It has been just over a decade since the introduction of the Iphone. Should smartphone and social media usage be considered a health behavior? Some argue that the conventional view of social media use is much like the conventional view of cigarette smoking in the 1950's prior to data on its adverse health effects. Others argue that social media use is a vital part of well-being. What does the evidence show? Is there clarity or confusion in the field? Consistent with the goal of developing your

critical thinking skills and familiarity with reading empirical articles, you will be assigned to read papers from the primary literature on a different sides of this debate and invited to share your opinions.

Health Behavior Change Exercise. Health-relevant behaviors are a critical driver of long-term health. However, behavior change is challenging. There are empirically validated strategies to increase success at behavior change. The readings and lectures will cover some of these. The goal of this exercise will be to a) pick a health behavior (e.g. increase aerobic exercise) and do a baseline monitoring of this behavior for 7 days. To help you avoid procrastination, this exercise is broken into 2 parts. The first part of the health behavior change exercise – monitoring the normal levels of this behavior (e.g. how many days a week and for how long you do aerobic exercise; how often you eat carbs) will be due September, 29. The second part will be to develop a plan to change this behavior and monitor the efficacy of your intervention over an additional 7 days. You will be asked to writeup the scientific basis for how the behavior you change influences health, the justification of your health behavior change strategy, report the success/failure of your intervention, and ideas for improvement. This final writeup will due November 3<sup>rd</sup>. You will lose 5% credit with each 24 hour period these assignments are late unless otherwise excused.

Participation. Being an active consumer of information facilitates learning. Therefore, participation is encouraged and rewarded. Top Hat is the program that will be used to facilitate this process. Therefore, using Top Hat will give you the opportunity to earn more points towards your grade. To facilitate it's us as a learning tool (and not an evaluation tool) Top Hat responses will be scored for participation, not whether or not your answer is right or wrong. More information on obtaining Top Hat can be found at: <https://resourcecenter.odee.osu.edu/top-hat/using-top-hat-students> To give you time to obtain Top Hat (and for me to make sure it's working properly!), credit for this participation will begin the start of the 2<sup>nd</sup> week of the course (Tuesday, 9/2/2021). There will be at least one Top Hat question on every lecture day. You can miss 4 lectures and still get full credit. Thus, there will be no opportunities to make these up should you miss a lecture unless there are some unusual circumstances. Thus, full credit (40 points) = 83%. Responding to > 80% = 35 points; > 75% = 30 points; > 70% = 25 points; > 60% will be 20 points; > 50% will be 10 points.

Your grade will be determined by your total points, which will be allocated:

Midterm Exam 1	115 points
Midterm Exam 2	125 points
Final Exam	140 points
Quizzes	75 points
Behavior Change Exercise	80 points
Top Hat Participation	40 points

A standard OSU grading scale will be used: A = > 93%; A- = 90-92.9%; B+ = 87-89%; B = 83-86.9%; B- 80-82.9%; C+ = 77-79.9%; C = 73-76.9%; C- = 70-72.9%; D+ = 67-69.9%; D = 60-66.9%; E < 60%

(If it is in the best interest of the class, exam grades will be adjusted upward by a fair and reasonable curve).

### **Extra Credit.**

Participation. In addition to the Top Hat questions, I will ask the class spontaneous questions throughout the lecture. Regular participation in class: 1% addition. Regular participation is defined as responding in greater than 10% of the classes (Thus, participating on at least 2 different lecture days during the semester).

Calisthenics section for your group: 1% addition for participating on your assigned day. To facilitate the adoption of the health behavior of increased activity as well as to facilitate learning, the class will be divided up into groups (the same groups that will discuss your health behavior change exercise and do the social media discussion). Each group will have the opportunity to pick the music and lead the class in calisthenics in the middle of lecture. These groups will begin on Tuesday, Sept 7<sup>th</sup>.

Quizzes: There will be an opportunity at the end of quizzes for extra credit points as well.

Exams: There is typically one extra credit question at the end of each exam that will be added to the points received for that exam.

### University Wide Information.

**Health and safety requirements:** All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes *following university mask policies* and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses." (Updated: Aug. 14, 2020)

Continuous engagement with this course is essential to learning the material. Students are expected to attend class and engage with assignments and discussion prompts for every scheduled meeting, participating at least once per week for courses with fully remote participation. Students who need to miss class or who are not able to participate due to illness (COVID-19 or other illnesses), exposure to COVID-19, care for family members exposed to COVID-19 or other reasons are expected to contact the instructor as soon as possible to arrange for accommodation. Students in special situations or those requiring specific, long-term or other accommodation should seek support from appropriate university offices including but not limited to: Student Advocacy, Student Life Disability Services and the Office of Institutional Equity.

### **Academic integrity policy**

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class. It is expected that you do your own work.

### OHIO STATE'S ACADEMIC INTEGRITY POLICY

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State

University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's *Code of Student Conduct* ([studentconduct.osu.edu](http://studentconduct.osu.edu)), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct.** If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

**It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.**

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))
- Eight Cardinal Rules of Academic Integrity ([go.osu.edu/cardinal-rules](http://go.osu.edu/cardinal-rules))

### **Copyright for instructional materials**

The materials used in connection with this course may be subject to copyright protection and are **only** for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### **Statement on Title IX**

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.



If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](https://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](https://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

### **Commitment to a diverse and inclusive learning environment**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

It is expected that class discussions will focus on the ideas, not the person sharing the ideas. Thus, the goal is to foster critical thinking without criticizing the person.

### **Your mental health**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at [go.osu.edu/ccsondemand](https://go.osu.edu/ccsondemand). You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](https://suicidepreventionlifeline.org). The Ohio State Wellness app is also a great resource available at [go.osu.edu/wellnessapp](https://go.osu.edu/wellnessapp).

## **ACCESSIBILITY ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

### **Requesting accommodations**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately

so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## Course technology

### TECHNOLOGY SUPPORT

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at [ocio.osu.edu/help/hours](http://ocio.osu.edu/help/hours), and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** [ocio.osu.edu/help](http://ocio.osu.edu/help)
- **Phone:** 614-688-4357(HELP)
- **Email:** [servicedesk@osu.edu](mailto:servicedesk@osu.edu)
- **TDD:** 614-688-8743

### TECHNOLOGY SKILLS NEEDED FOR THIS COURSE

- Basic computer and web-browsing skills
- Navigating Carmen ([go.osu.edu/canvasstudent](http://go.osu.edu/canvasstudent))
- CarmenZoom virtual meetings ([go.osu.edu/zoom-meetings](http://go.osu.edu/zoom-meetings))

### HELPFUL EQUIPMENT SHOULD THE CLASS NEED TO GO ONLINE DUE TO COVID INDUCED CHANGES

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

### REQUIRED SOFTWARE

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](http://go.osu.edu/office365help).

### CARMEN ACCESS

You will need to use BuckeyePass ([buckeyepass.osu.edu](http://buckeyepass.osu.edu)) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](http://go.osu.edu/add-device)).

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](https://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## **Accessibility of course technology**

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with me.

- Canvas accessibility ([go.osu.edu/canvas-accessibility](https://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- CarmenZoom accessibility ([go.osu.edu/zoom-accessibility](https://go.osu.edu/zoom-accessibility))
- Collaborative course tools

### Course Calendar (Subject to Change)

<u>Date</u>	<u>Topic</u>	<u>Required Readings</u>
8/24	Introduction	
8/26	Overview, Biopsychosocial Model & Methodology	Taylor: Chapter 1; Kolata, 2008
8/30	Syllabus Quiz Due 11:59pm	
8/31	Methodology II	
<b>Health Behavior</b>		
8/31 & 9/2	Obesity, Dieting, & Exercise	Mann, Chaps 1,2,4,5,12; Hamblin, 2019
9/7, 9/9, & 9/14	Self-Control & Health Behavior Change	Mann: Chap 3, p. 131-4 Mann: Chapters 6-10; Duhigg: Chaps 1 & 2
9/13	Quiz 1 Due 11:59pm	
9/14	Self-Control & Health Behavior (cont)	Taylor, Chap 4
9/16 & 9/21	Health Communications & Decision Making	Taylor, Chap 3; Ubel: Chap 6
9/23	Midterm Exam I (in class)	
<b>Stress and the physiological pathways by which it impacts health</b>		
9/28	Stress: Physiology & Psychology	Taylor: p. 15-20; Chapter 6
9/29	Health Behavior Baseline Monitoring due 11:59pm	
9/30	Stress: Physiology & Psychology II	
10/5, 10/7	Stress Regulation & Coping	Taylor: p. 145-158; Crum & Crum, 2015 Creswell et al., 2005
10/11	Quiz 2 due 11:59pm	
10/12	Stress + Psychoneuroimmunology	Taylor: p 31-34; Bullmore: Chap 1 & 2; p. 43-45; 55-6
10/14	Fall Break, No Meeting	
10/19, 10/21	Psychoneuroimmunology II	Bullmore: Chap 5; p. 146-158
10/28, 11/2	COVID-19	COVID Readings
10/26	Midterm Exam II (in class)	
11/2	Socioeconomic & Lifespan Stress	Sapolsky, 2005; Cohen et al., 2008
11/3	Health Behavior Final Write-up Due at 11:59pm	
11/4	Socioeconomic & Lifespan Stress II	
11/9	Placebo & Patient-Provider	Taylor: Chap 8 & 9
11/11	Veterans Day, No Meeting	
11/15	Quiz 3 due 11:59pm	
11/16	Placebo & Patient-Provider II	
<b>Health Conditions (+Social Support)</b>		
11/18, 11/23	Pain	Taylor: Chapter 10
11/23	Substance Abuse	Taylor: p. 100-116; Duhigg Chapter 3
11/25	Thanksgiving; No Meeting	
11/30	Substance Abuse + Social Support	Taylor: p. 158-164; de Turenne, 2016
12/1	Quiz 4 primarily on Social Media Readings	
12/2	Social Support II & Cancer	Taylor: p. 310-316; Kiecolt-Glaser, 2018
If time....	Diseases of the Heart	Taylor: Chapter 13, p. 20-23
12/7	Cancer II & Wrap-up	VanderWeele, 2017, Cuddy, 2019
12/10	<b>Cumulative Final Exam 8:00 to 9:45 AM</b>	