



Master of Applied Psychology (MAP)  
Graduate School of Applied and Professional Psychology (GSAPP)  
Rutgers University  
New Brunswick, New Jersey  
Fall 2022

Social Psychology and Health Behavior  
COURSE NUMBER: 18:844:525  
Credits: 3  
Level: Graduate  
Wednesday 3:35-6:05 PM  
Nelson - 340

Instructor: Angelo M. DiBello, PhD

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Office Hours: By appointment via Zoom

The instructor will make every reasonable effort to meet with students whenever necessary.

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**Rutgers University Mission:** As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

**GSAPP Mission:** The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

**Core Values.** We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

**MAP Statement:** The program embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice and cultural diversity. This course of study provides students with knowledge needed to understand individual and collective behaviors; develop quantitative and qualitative statistical analysis and research design needed to analyze the corresponding physical and environmental contributors to human behavior; and a beginning understanding of the analysis and treatment of behavior problems and disorders.

The MAP degree will prepare students with the requisite theoretical knowledge; critical thinking and problem solving skills needed to successfully participate in employment or scholastic activities. Students will have opportunities to pursue scholarly activities that prepares them to successfully compete for admissions into doctoral level psychology and related academic programs, and pursue Master's level career pathways through available concentration and certificate programs (see examples of concentration areas listed below). In addition to completing the required coursework (36 credits), completion of the MAP degree will be marked by a culminating academic experience—Capstone project. In general, students will acquire a knowledge base grounded in psychological theory and experiential learning (research or practicum) designed to further advance their personal and professional career development.

**Course Description:** This is a master's level course designed to introduce students to social psychology and its application to the study of health behaviors. The course is a combination of discussion, peer reviewed journal reading and critique, and the learning/application of social psychology to a health behavior of interest.

Students are expected to gain knowledge about social psychological theory and research findings. However, the readings, discussion, and assignments will emphasize application of that social psychology to the study of health behaviors (including alcohol use, obesity, cigarette smoking, etc.).

**Course Overview:** This course focuses on social psychological applications to health risk behaviors and addictive behaviors. Topics include social influences, motivations, identity, emotion regulation, and other topics based on students' interests.

**Objectives for the course:**

1. Build communication skills and practice discussing research and theories with colleagues.
2. Establish a foundation in current literature related to social psychology, health, and high-risk behaviors.
3. Practice critical evaluation of theory and research related to social psychological approaches to health and risk behaviors.
4. Consider novel theoretical and methodological extensions of existing research.
5. Independently review and/or propose a specific topic of research related to social psychology and high-risk behavior.

6. Communicate your independent review/proposal in a professional quality manuscript and presentation.

### **Assignments and Evaluation Method:**

#### Grading

Grades will be based on performance on the following (1) written critiques of peer reviewed articles; (2) leading discussion; (3) final paper presentation; (4) final paper.

#### **(1) PEER REVIEWED ARTICLE CRITIQUES**

You will have the opportunity to write written critiques of class readings. This will directly or indirectly support learning objectives 1-5. It will directly support objectives 2-4 by requiring you to carefully read and process the articles. Each critique may focus on one, two, or all three readings for the given class. The expected length of your critique is approximately 1 page single spaced. If there is an article that you find particularly engaging, feel free to only discuss that article in your critique. Alternatively, you could devote a third of a page to each article, or half a page to two of them. Please do not simply summarize the articles. Feel free to jump right in to any issues you identify as particular strengths of the approach; problems with the research and/or theory; possible extensions; comparisons with other approaches; etc. For example, if two articles for a given week provide divergent findings, you might consider highlighting the divergence and speculating on possible reasons for divergence. As another example, if you disagree with the basic premises behind an approach, construct arguments for the holes in their thinking and how it might be improved. As other examples, you might consider limitations of the research or logical extensions to other domains or populations. Writing critiques will indirectly support objective 1 by ensuring that you have at least a few discussion points already thought out before class. It will also indirectly support objective 4, by potentially helping you identify a paper topic. You will receive up to 10 points for each of 5 critiques. Critiques are to be turned in electronically on the course portal the day of each class (before class). **You only need to do 5 and they should be for the days on which you are not serving as a discussion leader.**

#### **(2) DISCUSSION LEADER**

We will have 3 readings each week with a different discussion leader assigned to each reading. Thus, we will have three discussion leaders each week. We will spend an average of 40 minutes focused on each reading. Each student will be a Discussion Leader 1 time over the course of the semester. You will be responsible for providing an outline and discussion questions for the readings for which you are leading the discussion. The structure of the outline is up to you and can be based on whatever you think will be most helpful in facilitating discussion. It might consist of a brief bulleted summary of content followed by several discussion issues or a more detailed narrative of points and issues to discuss. **Please email copies of your outline to me at least one day before class (so on Tuesday; I will post them on Canvas for everyone).**

Leading discussions will support objective #1. Beyond that, your ability to lead discussions is essential for effective teaching, project management, and leadership in general. You can prepare enough discussion points/questions to sustain the discussion smoothly for the entire forty minutes. But you will also want to be flexible in encouraging others to raise points that they would like to introduce into the discussion. You will know that you are doing a good job leading the discussion if you are not doing most of the talking, but merely facilitating discussion and contributing on a relatively equal basis for any given point. It is also your responsibility to steer the discussion if it gets too far off track.

You will receive up to 100 points for each of the discussions you lead. Grades will be based on your preparation (i.e., outline/discussion points) and facilitation of discussion.

### **(3/4) REVIEW PAPER OR PROPOSAL AND PRESENTATION**

In direct support of objectives 5 and 6, you will be asked to write a publication quality paper or proposal. Your paper can focus on a topic of your choice within the realm of social psychology and health/risk behaviors. Please choose a topic that may be helpful to you for multiple purposes (e.g. potential publication; research area you want to pursue; etc.) Papers must be written in APA (6th edition) format and should be 4-5 pages (not including title, abstract, or references) in length.

Please identify a topic no later than mid-October. We will devote a little bit of class time in mid to late October identifying topics, so you will want to know what you are planning to do before then. You are encouraged to talk with me at any point about your paper topic.

If you write a review paper, the objective should include integration of the literature and conclusions and take home points about what we know, what we don't, and what we need to know. If you write a proposal it should include an integrative review which suggests the need to do the proposed study and a few pages outlining the methods of your proposed study.

Presentation of review or proposal: Presentations will be made during the last two class meetings. Your presentation should be a 5-7 minute presentation with power point. The presentation should cover the content of your paper. You will receive up to 50 points for your presentation. The grade will reflect the organization of your presentation, time management, effective delivery, and engagement.

Review paper or proposal: Papers will be due to be uploaded to Canvas in December. You will receive up to 100 points for your paper. Grades will be based on the quality of the paper.

### **Grades and Grading Policy:**

<b>Grade Description</b>	<b>Numerical Equivalent</b>	<b>INC</b>	<b>Incomplete</b>
A Outstanding	90-100 (4.0)	S	Satisfactory
B+ Intermediate Grade	87-89 (3.5)	U	Unsatisfactory
B Good	80-86 (3.0)	PA	Pass
C Average	70-79 (2.0)*	NC	No credit given
F Failure	69 or below (0.0)		*Grades of C do not count toward graduation

**Program requirement:** All MAP students must achieve a grade of B- or better and maintain a GPA of 3.0, or academic remediation will be enforced.

**Required texts:** None

**Supplemental Readings:** All readings will be provided by me in Canvas.

### **Important Dates:**

Withdrawal dates from the Rutgers site:

Last Day to DROP a class WITHOUT a W grade – September 19, 2022

Last day to WITHDRAW from a class, or all classes, WITH a W grade – October 24, 2022

### **Other policies:**

#### **Class Attendance and Remediation**

If students anticipate that they may be late for class, have to leave class early, or be absent from class, it should be communicated in writing (via e-mail) at their earliest convenience. Acceptable excuses include observing religious and recognized cultural holidays that fall on the day of class, attending conferences, or unforeseen emergencies. Four missed classes for any reasons will trigger a remedial plan. If the remedial plan is subsequently not met as drawn up between the instructor and the student, a passing grade (B or above) will not be given.

#### **Computer/Cell Phone Use in Class**

If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities.

#### **Academic Integrity**

All Rutgers students should review and adhere to the University principles of academic integrity, available at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

#### **APA Citation Style**

All papers MUST be written using the APA style (6 ed.).

#### **Student Resources:**

**For more information visit:** <https://gsapp.rutgers.edu/current-students/important-links>

#### **Accommodations due to Disability.**

If you seek accommodations due to a documented disability, you may arrange for these through the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; [dfoffice@rci.rutgers.edu](mailto:dfoffice@rci.rutgers.edu) or you can visit: <https://ods.rutgers.edu/students/documentation-guidelines>.

#### **Title IX.**

Title IX is a federal law that prohibits sex discrimination in education. All faculty are “Responsible Employees,” which means they are required to report all potential incidents of sex misconduct to a Title IX Coordinator. For more information: <http://compliance.rutgers.edu/title-ix/about-title-ix/>

#### **Counseling services.**

Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at: <http://psychologicalservices.rutgers.edu>. They also offer a number of useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.

**Class Schedule:**

- *Dates are tentative and will be adjusted according to the semester calendar.*
- *Readings for a given week will be discussed in class that week, therefore students should plan to read them prior to coming to class. Due to the dynamic nature of research, course readings may be added/dropped throughout the course but no later than the class prior to reading is assigned. Please download readings for Canvas weekly to ensure you are accessing the most updated readings.*
- *Assignments listed for a given week are due in class that week (or as noted).*

<b>Week</b>	<b>Discussion Topics</b>
1 – 9/7	Organization/overview
2 – 9/14	Prototype Willingness Model
3 – 9/21	Theory of planned behavior
4 – 9/28	Health Belief Model
5 – 10/5	Attitudes and Dissonance
6 – 10/12	<b>VIRTUAL CLASS;</b> Self-Affirmation Theory
7 – 10/19	Social Influence and Health and Illness: Social Comparison and Social Norms
8 – 10/26	Social Cognitive Theory
9 – 11/2	Self-determination/Motivational Interviewing
10 – 11/9	Social Support
11 – 11/16	Social networks
12 – 11/23	<b>VIRTUAL CLASS;</b> Professional Development Questions
13 – 11/30	Ego-depletion/self-regulation
14 – 12/7	<b>VIRTUAL CLASS;</b> Presentations
15 – 12/14	<b>VIRTUAL CLASS;</b> Presentations

## Readings:

### **Prototype Willingness Model: (WEEK 2)**

1. Gerrard, M., Gibbons, F. X., Houlihan, A. E., Stock, M. L., & Pomery, E. A. (2008). A dual-process approach to health risk decision making: The prototype willingness model. *Developmental Review, 28*(1), 29-61.
2. Litt, D. M., Lewis, M. A., Patrick, M. E., Rodriguez, L., Neighbors, C., & Kaysen, D. L. (2014). Spring break versus spring broken: Predictive utility of spring break alcohol intentions and willingness at varying levels of extremity. *Prevention Science, 15*(1), 85-93. doi:10.1007/s11121-012-0355-5
3. Todd, J., Kothe, E., Mullan, B., & Monds, L. (2016). Reasoned versus reactive prediction of behaviour: a meta-analysis of the prototype willingness model. *Health psychology review, 10*(1), 1-24. doi:10.1080/17437199.2014.922895

### **Theory of Planned Behavior: (WEEK 3)**

1. Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes, 50*(2), 179-211. doi:http://dx.doi.org/10.1016/0749-5978(91)90020-T
2. Debate about retirement  
Sniehotta, F. F., Pesseau, J., & Araújo-Soares, V. (2014). Time to retire the theory of planned behaviour. *Health psychology review, 8*(1), 1-7. doi:10.1080/17437199.2013.869710  
Ajzen, I. (2015). The theory of planned behaviour is alive and well, and not ready to retire: a commentary on Sniehotta, Pesseau, and Araújo-Soares. *Health psychology review, 9*(2), 131-137. doi:10.1080/17437199.2014.883474
3. Cooke, R., Dahdah, M., Norman, P., & French, D. P. (2016). How well does the theory of planned behaviour predict alcohol consumption? A systematic review and meta-analysis. *Health psychology review, 10*(2), 148-167.

### **Health Belief Model: (WEEK 4)**

1. Maiman, L. A., & Becker, M. H. (1974). The health belief model: Origins and correlates in psychological theory. *Health education monographs, 2*(4), 336-353.
2. Sadeghi, R., Hashemi, M., & Khanjani, N. (2018). The impact of educational intervention based on the health belief model on observing standard precautions among emergency center nurses in Sirjan, Iran. *Health education research, 33*(4), 327-335.
3. Mona, A. E. R., Mahmoud, A. K., Amal, M., & Mahmoud, S. (2014). The application of alcohol brief intervention using the health belief model in hospitalised alcohol use disorders patients. *International Journal of Caring Sciences, 7*(3), 843.

### **Attitudes and Dissonance: (WEEK 5)**

1. Simmons, V. N., & Brandon, T. H. (2007). Secondary smoking prevention in a university setting: a randomized comparison of an experiential, theory-based intervention and a standard didactic intervention for increasing cessation motivation. *Health Psychology, 26*(3), 268-277. doi: 10.1037/0278-6133.26.3.268
2. Simmons, V. N., Heckman, B. W., Fink, A. C., Small, B. J., & Brandon, T. H. (2013). Efficacy of an experiential, dissonance-based smoking intervention for college students delivered via the internet. *Journal of Consulting and Clinical Psychology, 81*(5), 810-820. doi: 10.1037/a0032952
3. Simmons, V. N., Webb, M. S., & Brandon, T. H. (2004). College-student smoking: an initial test of an experiential dissonance-enhancing intervention. *Addictive Behaviors, 29*(6), 1129-1136. doi: 10.1016/j.addbeh.2004.03.005

### **Defensiveness & Self-Affirmation Theory: (WEEK 6)**

1. Liberman, A., & Chaiken, S. (1992). Defensive processing of personally relevant health messages. *Personality and Social Psychology Bulletin*, 18(6), 669-679.
2. Wileman, V., Chilcot, J., Armitage, C. J., Farrington, K., Wellsted, D. M., Norton, S., ... & Almond, M. (2016). Evidence of improved fluid management in patients receiving haemodialysis following a self-affirmation theory-based intervention: A randomized controlled trial. *Psychology & health*, 31(1), 100-114.
3. Epton, T., Harris, P. R., Kane, R., van Koningsbruggen, G. M., & Sheeran, P. (2014, August 18). The Impact of Self-Affirmation on Health-Behavior Change: A Meta-Analysis. *Health Psychology*. Advance online publication. <http://dx.doi.org/10.1037/hea0000116>

### **Social Influence and Health and Illness: Social Comparison and Social Norms (WEEK 7)**

1. Wood, J. V., Taylor, S. E., & Lichtman, R. R. (1985). Social comparison in adjustment to breast cancer. *Journal of personality and social psychology*, 49(5), 1169.
2. Abraído-Lanza, A. F., Shelton, R. C., Martins, M. C., & Crookes, D. M. (2017). Social norms, acculturation, and physical activity among Latina women. *Journal of immigrant and minority health*, 19(2), 285-293.
3. Neighbors, C., O'Connor, R. M., Lewis, M. A., Chawla, N., Lee, C. M., & Fossos, N. (2008). The relative impact of injunctive norms on college student drinking: The role of reference group. *Psychology of Addictive Behaviors*, 22(4), 576.

### **Social Cognitive Theory (WEEK 8)**

1. Bandura, A. (2004). Health promotion by social cognitive means. *Health education & behavior*, 31(2), 143-164.
2. Knowlden, A. & Sharma, M. (2016). One-year efficacy testing of enabling mothers to prevent pediatric obesity through web-based education and reciprocal determinism (EMPOWER) randomized control trial. *Health Education & Behavior* (2016), 43(1) 94–106.
3. Beauchamp, M. R., Crawford, K. L., & Jackson, B. (2019). Social cognitive theory and physical activity: Mechanisms of behavior change, critique, and legacy. *Psychology of Sport and Exercise*, 42, 110-117.

### **Self-determination/Motivational Interviewing (WEEK 9)**

1. Teixeira, P. J., Palmeira, A. L., & Vansteenkiste, M. (2012). The role of self-determination theory and motivational interviewing in behavioral nutrition, physical activity, and health: An introduction to the IJBNPA special series. *The International Journal of Behavioral Nutrition and Physical Activity*, 9. doi:10.1186/1479-5868-9-17
2. Williams, G. C., Niemiec, C. P., Patrick, H., Ryan, R. M., & Deci, E. L. (2016). Outcomes of the Smoker's Health Project: a pragmatic comparative effectiveness trial of tobacco-dependence interventions based on self-determination theory. *Health education research*, 31(6), 749-759.
3. Ng, J. Y. Y., Ntoumanis, N., Thøgersen-Ntoumani, C., Deci, E. L., Ryan, R. M., Duda, J. L., & Williams, G. C. (2012). Self-determination theory applied to health contexts: A meta-analysis. *Perspectives on Psychological Science*, 7(4), 325-340. doi:10.1177/1745691612447309



***Optional***

4. Markland, David, Richard M. Ryan, Vanessa Jayne Tobin, and Stephen Rollnick. "Motivational interviewing and self-determination theory." *Journal of social and clinical psychology* 24, no. 6 (2005): 811-831.

**Social Support (WEEK 10)**

1. House, J. S., Landis, K. R., & Umberson, D. (1988). Social relationships and health. *Science*, 241(4865), 540-545.
2. Davison, K. P., Pennebaker, J. W., & Dickerson, S. S. (2000). Who talks? The social psychology of illness support groups. *American Psychologist*, 55(2), 205.
3. McConnell, E. A., Birkett, M., & Mustanski, B. (2016). Families matter: Social support and mental health trajectories among lesbian, gay, bisexual, and transgender youth. *Journal of Adolescent Health*, 59(6), 674-680.

**Social Networks (WEEK 11)**

1. Meisel, M. K., Clifton, A. D., MacKillop, J., & Goodie, A. S. (2015). A social network analysis approach to alcohol use and co-occurring addictive behavior in young adults. *Addictive Behaviors*, 51, 72-79. doi:http://dx.doi.org/10.1016/j.addbeh.2015.07.009
2. Kim, D. A., Hwong, A. R., Stafford, D., Hughes, D. A., O'Malley, A. J., Fowler, J. H., & Christakis, N. A. (2015). Social network targeting to maximise population behaviour change: a cluster randomised controlled trial. *The Lancet*, 386(9989), 145-153.
3. Cohen, S., & Lemay, E. P. (2007). Why would social networks be linked to affect and health practices? *Health Psychology*, 26(4), 410-417. doi:10.1037/0278-6133.26.4.410

**No Readings! (Week 12)**

- Bring your questions!

**Ego-Depletion/Self-Regulation (Week 13)**

1. Baumeister, R. F., & Vonasch, A. J. (2015). Uses of self-regulation to facilitate and restrain addictive behavior. *Addictive Behaviors*, 44, 3-8. doi:10.1016/j.addbeh.2014.09.011
2. Evans, D. R., Boggero, I. A., & Segerstrom, S. C. (2016). The nature of self-regulatory fatigue and 'ego depletion': Lessons from physical fatigue. *Personality and Social Psychology Review*, 20(4), 291-310. doi:10.1177/1088868315597841
3. Li, X., Gao, Q., Sun, L., & Gao, W. (2022). Effect of self-control on health promotion behavior in patients with coronary heart disease: mediating effect of ego-depletion. *Psychology, Health & Medicine*, 27(6), 1268-1276.

**Presentations Day 1 (WEEK 14)**

- Schedule of presenting students to be announced later

**Presentations Day 2 (WEEK 15)**

- Schedule of presenting students to be announced later