PSY 303 I - Health Psychology in Socio-Cultural Context (3 credit hours)

Spring, 2009

Days/Time of Meeting: MWF 12-12:50
Place of Meeting: Cook 304
Professor: Dr. Susan Logsdon Conradsen
Office Hours: MWF: 8:30-9, 10:50-12; 12:50-2:30

Office Location: Cook Rm 337
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Course Description:
303WI. Health Psychology in Socio-culturalContext 3-0-3 Explores the psychological processes involved in health with a particular focus on the confluence of gender, race and class. Within this context, individual experiences of a variety of health related topics will be covered including sources of stress and stress management, social support, adoption of healthy/risky behaviors, adherence to medical advice, experiences as recipients of health care, and coping with chronic illness and death. PR: PSY 101.

Textbooks:
1) Cohn, J. (2007). *Sick. The untold story of America's health care crisis – and the people who pay the price.* New York: Harper Collins.
2) Schulz, A. J., & Mullings, L. (Eds) (2006). *Gender, Race, Class & Health Intersectional Approaches* San Fransisco: Jossey-Bass.
3) Stein, M. (2007). *The Lonely Patient – How We Experience Illness*. New York: Harper-Perennial.

Purpose of the Course: During the course students will learn about the issues health psychologists deal with, gain increased self-awareness of their health behaviors, learn about the current health system in the US, and gain insight into the experiences of individuals involved in the health care system. Throughout the course there will be an emphasis on the intersectionality of gender, race, class, and health in understanding health.

Student Learning Outcomes: By the end of the semester, students will be able to:
1) Demonstrate an understanding of the complex relationship between gender, race, class, and health and how these variables influence the practice of health psychology.
2) Gain knowledge about existing health disparities in the U.S. and how a culturally-competent approach may help reduce these health differences.
3) Apply what they have learned to a specific health behavior and share this information with the community
4) Describe the impact of living with a chronic illness on patients and their families as well as issues surrounding death/dying.
5) Explain the various types of health insurance available, the factors that influence health care politics, and demonstrate the ability to analyze health insurance policies.

Assessment Measures: The student will demonstrate achieving these outcomes by obtaining at least a 60% on assignments.

Evaluation Components and Grading Scale

Class Participation	10%
Quizzes	20%
Profiles	20%
Health Fair Presentation	20%
Health Care Analysis	25%
Women's Studies Events	5%

Grades will be assigned on the following point scale:

A =	(92-100%)
A- =	(89.5-91.9%)
B+ =	(87.5-89.4%)
B =	(81.5-87.4%)
B- =	(79.5-81.4%)
C+ =	(77.5-79.4%)
C =	(71.5-77.4%)
C- =	(69.5-71.4%)
D+ =	(67.5-69.4%)
D =	(60-67.4%)
F =	(<60%)

Methods of Instruction: Class discussion, case study analysis, critical readings of the literature, class activities, lectures, group work, film analysis, research assignments, role playing as a HP, and through designing a health promotion product for a community event.

Attendance Policy: Class attendance will be taken and regular attendance is expected of everyone. Attendance will be factored into the class participation grade; students who miss more than 3 unexcused absences will have their grade lowered (excused absences must come through the provost office as officially excused or from a doctor). No make-up work for unexcused absences is permitted.

Academic Integrity: Students are expected to be familiar with and follow the policies in the *College Catalog*. Students are expected to collaborate on their group presentation projects; all other assignments are to be completed individually. Documentation of all sources is required.

Late Assignments: All assignments turned in after the due date will be penalized 10% per day late. Assignments are due at the beginning of class and points will be deducted after that time. If you turn in a late assignment, you must turn it in to me directly or have the psychology department office manager date and time it. Do NOT place it under my door or in my box.

Special Requirements:
(1) Class Participation: Given the discussion nature of this course, your preparation and involvement in each class meeting will be vital to both your own learning and the success of the course as a whole. Opportunities to earn class participation points include participation in class discussions/debates, individual/group activities, and written assignments. Attendance and punctuality will also be factored into your class participation grade. Towards the end of the semester you will complete a self-assessment of your class participation that I will consider when assigning your final grade.

(2) Quizzes: Throughout the semester there will be several unannounced quizzes given at the *beginning* of class. The questions will come from both assigned readings and information discussed in previous classes (including presentations and videos). Your lowest quiz grade will be dropped; if you miss a quiz then that is the grade that will be dropped.

(3) Profiles: Role Playing a Health Psychologist

- For these assignments, you are acting as if you are a trained HP working with a patient, You. For each of the topics you are to write it up AS IF you were an HP working with this individual – that the patient (you) was referred to you for consultation. For your "diagnosis" and recommendations you need to rely on information gained in class as well as other reputable sources.
- An additional goal of these assignments is to help you apply the information from class and to learn how you can improve your own health. Therefore it is important to be honest, and to remember that the goal of this is not to make you feel bad but to increase self awareness! ☺
- Profiles must be typed, single-spaced, and free of grammar/spelling errors.

Profile # 1. Assessing Health Status of a Patient. **Due on 2/27**
Generate a list of questions you would want to cover to ascertain the well being (physical and mental) of a patient. Turn in the list of your questions and a write up of your answers (when applicable). In this list be sure to include:

a) basic information like BMI, medications, health conditions, side effects from medications, blood pressure (go to a store and get yours), cholesterol (if have), etc.
b) Family history of illness/disease, age at death, cause of death, etc. including parents, siblings, grandparents, aunts, and uncles, etc.
c) Health habits – both health promoting and risk factors (e.g., exercise, nutrition, sleep, etc --- hints on the power up your lifestyle handout).
d) Environmental Factors (e.g., stressors, risk factors for area, etc.)
e) Recommendations: 1) diseases may be at risk for (include those linked to race, gender, SES, family history, health behaviors, etc).

Profile 2: Detailed Analysis of Health Habits & Intervention Plan. **Due on 3/27**
Pick one are of the "patient's" health to target – either nutrition, exercise, stress management – and do an in depth analysis using information from class, readings, and *other research*. Describe the patient's "presenting problem" in detail, outlining strengths and weaknesses. Assess for obstacles and assets in the environment as well. Then create an intervention plan to modify the behavior, being sure to address any obstacles to compliance as well as individual strengths that can be used to enhance compliance with the plan. Also include incentives/rewards for improved behaviors and be sure to analyze the problem using an intersectionality approach. Be specific in your recommendations and thorough in your analysis! After you have written this up, **you will try the recommended changes for one week**. Write a commentary as the patient on how it was to follow the recommendations.

(4) Health Care Analysis: After reading the book Sick: The Untold Story of America's Health Care Crisis and the People who pay the Price, complete the following: (Please note, the information needs to be coherent of course but does not need to be written in a traditional paper format). Assignment must be single spaced! **Due April 17th.**

Part A: Book Analysis. 1) write a *brief* overall reaction/analysis of the book. 2) Discuss which personal story impacted you the most and why. 3) Discuss the various types of insurance policies covered in the book, explain how they are different and the benefits/limits to the various plans (e.g., managed care, fee for service, HMO, PPO, Medicare, Medicaid, HSAs, etc) 4) Discuss what the myths are about health insurance in the US and how the book contradicts these widespread beliefs (e.g., everyone gets medical care, only the unemployed are uninsured, etc.)

Part B: Application: Health Insurance Analysis. 1) Obtain a copy of the specific details of your current health insurance plan. Analyze it for its strengths and weaknesses using the information from the book Sick and the assigned readings for the insurance section. Discuss services covered (e.g., medical, dental, catastrophic, maternity, etc.), the limits (e.g. maximum benefits, maximum days inpatient and outpatient), co-pays, premiums, exclusions, etc. Be sure to cover mental health benefits as well and to read all the fine print of things NOT covered. If you are not insured, find a policy and do the same exercise. 2) When you leave college and start your career, what do you need to look for in your benefits package? How may your gender, race, occupation, etc., influence your ability to get as well as the quality of insurance? How does your gender/race/class play a role?

Part C: Broader Analysis. Using what you have learned in *Sick* and the other assigned readings/activities in the insurance section, complete the following. 1) Why do you think the US is lagging behind other industrialized nations in health? 2) what do you think should be done to improve health for Americans? What do you think needs to be done to reduce health disparities? Be sure to include your own reasons as well as those espoused in the book.

(5) Health Fair Assignment: The class will host a health fair for the Berry Campus at the end of the semester. Each student will pick a health topic (that will be cleared with me) and research this topic. The student will present this topic with the aim of a) educating the public on the topic, b) discussing sociocultural risk factors for that topic and c) providing the public with information on how to "fix" it. In addition to a visual for the fair, each student will provide an educational handout/resource for individuals. **Health Fair on 4/29.**

(6) Women's Studies Events Attendance (5%): Throughout the semester, you will attend 3 events sponsored by the women's studies program or approved by me (prior approval is required) and write up a page response paper for each event. A schedule and description of the events is located through the Women's Studies webpage at http://www.berry.edu/academics/humanities/womens_studies/index.asp.

(6) Extra Credit: To encourage hands on learning and service involvement, you can earn extra credit for volunteering for an organization that is relevant to this course (e.g., any psychology service like hospitality house, SAC; volunteering in a medical ward; visiting nursing homes; working with disabled individuals; environmental organizations; etc.). The volunteer work must be done during this semester and you must clear the organization with me ahead of time. At the end of the semester you will turn in one page discussing your experience and including a contact person and number for your supervisor. You can earn 2.5 points for each volunteer hour up to 10 points total. Another option is to attend an extra WNS event and do a write up, each event you attend is worth 5 points. You can earn up to a total of 10 extra credit points.

Accommodation Statement: Students with disabilities who believe that they may need accommodation in this course are encouraged to contact the Academic Support Center in Krannert Room 339 (ext. 4080) as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Tutorial Availability: Students who believe they may need tutoring in this class should contact me as soon as possible so that arrangements may be made with the Academic Support Center to provide a tutor.

Schedule of Class Sessions:

Please note that this is a tentative schedule and is subject to change with notice. All readings should be read BEFORE the class on which they are scheduled – that is the day we will be discussing those readings.

January 14
Introduction to Course/ What is Health Psychology

Introduction to Health Disparities
January 16
Film: In Sickness & in Wealth

January 21
1) Complete Interactive assignment YoYo Health at http://www.unnaturalcauses.org/interactivities_04.php

2) Read Where You Live Can Affect How Long You Live at http://www.npr.org/templates/story/story.php?storyId=6056993

3) Inequities are Killing People on a Grand Scale, WHOS's Commission Reports at http://www.who.int/mediacentre/news/releases/2008/pr29/en/index.html

4) Handout: Confronting Intersecting Inequalities (2007).

January 23

1) Mullings, L., & Schulz, A.J. (2006). Intersectionality and Health: An Introduction. In A.J. Schulz & L. Mullings (Eds). *Gender, Race, Class, & Health: Intersectional Approaches* (pp. 3-20). San Franscisco, CA: Jossey-Bass.

2) Jackson, P.B., & Williams, D.R. (2006). The intersection of race, gender, and SES: Health paradoxes. In A.J. Schulz & L. Mullings (Eds). *Gender, Race, Class, & Health: Intersectional Approaches* (pp. 131-162). San Franscisco, CA: Jossey-Bass.

3) The Year in Medicine: From A to Z (2008, December), *Time.*

4) Park (2008). America's Health Checkup, *Time*.

January 26

1) Geiger, H.J. (2006). Health Disparities: What do we know? What do we need to know? What should we do? In A.J. Schulz & L. Mullings (Eds). *Gender, Race, Class, & Health: Intersectional Approaches* (pp. 261-288). San Franscisco, CA: Jossey-Bass.

2) Morgen, S. (2006). Movement-Grounded Theory: Intersectional analysis of health inequities in the United States. In A.J. Schulz & L. Mullings (Eds). *Gender, Race, Class, & Health: Intersectional Approaches* (pp. 394-424). San Franscisco, CA: Jossey-Bass.

3) Schulz, A.J., Freudenberg, N., & Daniels, J. (2006). Intersections of race, class, and gender in public health interventions. In A.J. Schulz & L. Mullings (Eds). *Gender, Race, Class, & Health: Intersectional Approaches* (pp. 371-393). San Franscisco, CA: Jossey-Bass.

4) Interactive on Accumulating Advantage at http://www.unnaturalcauses.org/interactivities_08.php

Social Class: From Affluence to Poverty
January 28 & 30

1. Johnston, M.L. (2009). SES, Race/Ethnicity, and Health. In A. Ferber, C.M. Jimenez, A.R. Herrera, & D. Samuels (Eds). *The Matrix Reader: Examining the Dynamics of Oppression & Privilege* (pp. 458-466). Boston: McGraw Hill.

2. Novotney, A. (2009, January). The price of affluence. *Monitor on Psychology, 40 (1),* 50-52.

3. Scott, J. (2005). Life at the top in America isn't just better, it's longer. In *Class Matters* (pp. 27-50). New York: Times Books.

4. Read Neglected Infections of Poverty in the United States of America at http://www.plosntds.org/article/info:doi/10.1371/journal.pntd.0000256

5. Dusky, L. (2007, February). Poverty's Diseases and the Scientist who stopped looking the other way. *Yoga + Joyful Living Journal*, 48-53.

6. visit www.workingpoorfamilies.org

7. Possible Film: Collateral Damage

Environmental Factors
February 2

1) Film: Place Matters

2) Interactive on The Perfect Neighborhood at http://www.unnaturalcauses.org/interactivities_03.php

3) Lyman, F. (2002). The Geography of Health, Land & People, Fall 02, 33-40.

February 4

1) Epstein, P.R. (2005). Climate Change and Human Health. The New England Journal of Medicine 353;14, 1433-1436. Available at http://chge.med.harvard.edu/publications/journals/documents/nejm.pdf.

2) Duncan, D. E. (2006). Chemicals Within Us at http://science.nationalgeographic.com/science/health-and-human-body/human-body/chemicals-within-us.html

3) The Associated Press (2007). More Blacks live with pollution. In P. Rothenburg, (Ed). *Race, Class, & Gender in the United States* (pp. 314-316). New York: Worth. (Original work published 2006).

February 6

1) visit www.childproofing.org/school_siting_take_action_now.htm and read about toxic schools and also read link to USA article and look up schools you attended and in Rome.

2) Hileman, B. (2003). Children's Health is Declining, Says American Chemical Society at http://www.organicconsumers.org/foodsafety/rachels042203.cfm

3) Possible Film: Toxic Toys

Stress & Stress Management

February 9 & 11

1) Possible Film: Stress: Portrait of a Killer

2) Listen to story on Stress and Gender on NPR at http://www.npr.org/templates/dmg/dmg.php?prgCode=TOTN&showDate=04-Jan-2000&segNum=1&NPRMediaPref=RAM

3) Eliot, R. S., & Breo, D. L. (1998). Is it worth dying for? In D. Sattler, V. Shabatay, & G. Kramer (Eds.), *Abnormal Psychology in Context: Voices and Perspectives*. Boston: Houghton Mifflin.

February 13 & 16

1) Possible Film: Not Just a Paycheck

2) Case Study on Precarious Work at www.unnaturalcauses.org/case_studies.php

3) Deangelis, T. (2007). America: A Toxic Lifestyle? Monitor on Psychology (April 07 issue), 50-52.

4) Possible Film: The Angry Heart: The Impact of Racism on Heart Disease Among African Americans

Lifestyle: Healthy & Risky Behaviors

February 18 & 20 - Exercise

1. His & Hers: lifestyle choices. New gender-specific advice for diet and exercise. (2008, December). *Consumer Reports on Health, 20 (12)*, 1-5.

2. Film: Playing Unfair: The Media Image of the Female Athlete

February 23 & 25 - Nutrition

1) Kusz, N. (2002). The Fat Lady Sings, In The Bitch in the House, 239-247.

2) Film: Recovering Bodies

3) Possible Film: Bad Sugar

February 25 & 27 – Sleep, Stress, Substances, Relationships, & Violence (**Profile 1 due on 2/27**)

1) Deangelis, T. (2007). America: A Toxic Lifestyle? Monitor on Psychology (April 07 issue), 50-52.

2) NPR story on sleep at http://www.npr.org/templates/story/story.php?storyId=99286183

3) Webber, R. (2008). In sickness and in health. (2008, November/December). *Psychology Today*, 88-94.

4) Flora, C. (2009, January/February). The pursuit of happiness. *Psychology Today,* 60-69.

5) Martin (2008). Medical Art & Play Therapy with Accident Survivors. In B. Perry & C. Macholdi (Eds), *Creative Interventions with Accident Survivors* (pp. 112-131). New York: Guilford Press.

6) NPR STORYCORPS: My Crash: Broken Bones, But An Intact Spirit at http://www.npr.org/templates/story/story.php?storyId=99128548

Compliance with Medical Advice
March 2

1. Interactive assignment on A Tale of Two Smokers at http://www.unnaturalcauses.org/interactivities_02.php

2. Consumer Reports on Health (2005). 12 Surgeries you may be better off without. October 2005 issue, 1,4-7.

3. Ten Rules for Safer Drug Use at http://www.worstpills.org/public/page.cfm?op_id=48#

Coping with Chronic Illness
March 4

1. Stein, M. (2007). *The Lonely Patient: How We Experience Loss*. New York: Harper-Perennial.

March 6

1. Skloot, F. (1998). Thorns into feathers: coping with chronic illness. In D. Sattler, V. Shabatay, & G. Kramer (Eds.), *Abnormal Psychology in Context: Voices and Perspectives*, 114-118. Boston: Houghton Mifflin.

2. Dixon-Woods, M., Young, B., & Heney, D. (2005). Families Experiences of Childhood Cancer, *Rethinking experiences of childhood cancer.* Open University Press.

3. Zussman, R. (1992). Patients and Families. In *Intensive Care: Medical Ethics and the Medical Profession* (pp. 91-98). Chicago: University of Chicago Press.

March 9 & 11

1) Film: Letting Go (Please note this is a very sad and true documentary on death/dying)

Women's Health
March 13

1. Stewart, & Okun (2005). Healthy Living, Healthy Women. In M. Mirkin, K. Suyemoto, & B. Okun (Eds)., *Psychotherapy With Women Exploring Diverse Contexts & Identities* (pp. 313-334). Guilford Press.

2. Zambrana, R. E., & Dill, B.T. (2006). Disparities in Latina Health: An intersectional analysis. In A.J. Schulz & L. Mullings (Eds). *Gender, Race, Class, & Health: Intersectional Approaches* (pp. 192-227). San Franscisco, CA: Jossey-Bass.

3. Zuniga, M. (2008). The feminization of AIDS. In A. Kesselman, L. McNair, N. Schniedewind, & S. Kelly (Eds.), *Women Images and Realities: A Multicultural Anthology (4th Ed).* (pp. 331-334). Boston: McGraw Hill. (Original work published in 2004).

March 23 – Beauty

1. girls, women and media project at http://www.mediaandwomen.org/problem.html and read this section and the link about health, hate, and stereotypes.

2. Kaw (2009) Medicalization of Racial Features *the matrix reader*

3. Possible Film: Slim Hopes

4. Grealy, L. (1994). Mirrors, in P. Foster (Ed)., *Minding The Body*, (pp. 53-75). Anchor.

March 25 &27 – Breast Cancer (**Profile 2 due on 3/27)**

1. Anglin, M.K. (2006). Whose health? Whose justice? Examining quality of care and forms of advocacy for women diagnosed with breast cancer. In A.J. Schulz & L. Mullings (Eds). *Gender, Race, Class, & Health: Intersectional Approaches* (pp. 313-344). San Franscisco, CA: Jossey-Bass.

2. Possible movie: Rachel's Daughters: Searching for the Causes of Breast Cancer

3. Ehrenreich, B. (2007). Welcome to Cancer Land. In V. Taylor, N. Whittier, & L. Rupp (Eds)., *Feminist Frontiers, 7th Ed.* McGraw Hill.

5. Hooper, J. (1994). Beauty Tips for the Dead. In *Minding The Body*, (pp. 107-138). Anchor.

March 30 & April 1 – Fertility/Sterility/Pregnancy/Birth

1. Film: When the Bough Breaks

2. Mullings, L. (2006). Resistance and resilience the Sojourner Truth Syndrome and the social context of reproduction in central Harlem. In A.J. Schulz & L. Mullings (Eds). *Gender, Race, Class, & Health: Intersectional Approaches* (pp. 345-370). San Franscisco, CA: Jossey-Bass.

3. Ponte, W. (2007, September-October). Cesarean birth in a culture of fear. *Mothering*, 49-63.

4. Harjo, J. (2007). Three Generations of Native American Women's Birth Experiences. In G. Kirk & M. Okazawa-Rey (Eds). *Women's Lives: Multicutlural Perspectives* (pp. 218-221). Boston: McGraw Hill.

5. Jones, (2006). Surprise Baby. In L. Leibovich (Ed). *Maybe Baby: 28 Writers Tell the Truth About Skepticism, Infertility, Baby Lust, Childlessness, Ambivalence, and How They Made the Biggest Decision of Their Lives* (pp. 147-156). New York: Harper Collins.

Men's Health

April 3, & 6

1) Sabo, D. (2007). Pigskin, patriarchy, and pain. In P. Rothenburg, (Ed). *Race, Class, & Gender in the United States* (pp. 451-457). New York: Worth. (Reprinted from *Sex, Violence and Power in Sports: Rethinking Masculinity,* by M. Messner & D. Sabo (Eds)., 1994, Freedom, CA: The Crossing Press).

2) Sabo, D. (2008). Masculinities and Men's Health: Toward Post-Superman Era Prevention. In M. Kimmell & A. Aronson (Eds). *The Gendered Society Reader, 3rd ed.* (pp. 449-465). New York: Oxford University Press.

3) Fears, (2007). His Last Best Cause, *Being a Black Man at the Corner of Progress and Peril* by the staff of The Washington Post (pp. 95-110). New York: Public Affairs.

4) Ashe, A. & Rampersad, A. (1998). Days of Grace. In In D. Sattler, V. Shabatay, & G. Kramer (Eds.), *Abnormal Psychology in Context: Voices and Perspectives*. (pp. 108-113). Boston: Houghton Mifflin.

April 8 & 13

1) Daniels, C. R. (2009). Men at War: Vietnam and Agent Orange. In E. Disch (Ed). *Reconstructing Gender A Multicultural Anthropology (5th Ed)*. (pp. 475-490). (reprinted from *Exposing Men: The Science and Politics of Male Reproduction*. (2006). Oxford University Press).

2) Martion, W. & Palltta-Chiarolli, M. (2009). "You're not a real boy if you're disabled" Boys negotiating physical disability and masculinity in schools. In In A. Ferber, C.M. Jimenez, A.O. Herrera, & D. Samuels (Eds). *The Matrix Reader. Examining the dynamics of oppression and privilege.* (pp. 124-132). Boston: McGraw Hill.

3) Possible Film: The Soldier's Heart

Health Care in America

April 15 – Underinsured vs. Overtreated

1. Women buying health policies pay a penalty article at http://www.nytimes.com/2008/10/30/us/30insure.html

2. Read Living in the Red pdf at http://www.accessproject.org/adobe/living_in_the_red.pdf

3. Consumer Reports (2007, November). Treatment traps to avoid. *Consumer Reports,* 12-17.

4. Article: An underinsured kick in the groin at http://www.boston.com/bostonglobe/editorial_opinion/oped/articles/2008/01/21/an_underinsured_kick_in_the_groin/

5. Many Doctors, Many Tests, No Rhyme of Reason at http://www.nytimes.com/2008/03/11/health/views/11essa.html

6. Saul (2008). In Sour Economy Some Scale Back on Medicines, The New York Times also available at http://www.nytimes.com/2008/10/22/business/22drug.html?partner=rssnyt

April 17 & 20 – Sick Book Analysis Due on 4/17
1) Book Discussion
2) Film: Sicko or Sick Around the World

April 22 – Media Literacy in Drug Advertising
1. Possible Film: Big Pharma

Working with Other Marginalized Groups
April 24 – GLBT
1. Read article Rejection of Gay Teens Linked to Later Trouble at http://www.nlm.nih.gov/medlineplus/news/fullstory_73269.html

2. Griscom, J.L. (2007). The case of Sharon Kowalski and Karen Thompson: Ableism, Heterosexism, & Sexism. In P. Rothenburg, (Ed). *Race, Class, & Gender in the United States* (pp. 496-504). New York: Worth.

April 27 - Immigrants & Refugees

1. Brown, M.P. (2006). Immigrant Workers: Do They Fear Workplace Injuries More than they fear their employers? In A.J. Schulz & L. Mullings (Eds). *Gender, Race, Class, & Health: Intersectional Approaches* (pp. 228-260). San Franscisco, CA: Jossey-Bass.

2. Possible Film: Becoming American

3. Background on potential health problems for Burmese Refugees http://www.globalhealth.gov/refugee/refugees_health_burmese.html

4. Background on potential health problems for Somali Bantu http://www.globalhealth.gov/refugee/refugees_health_bantu.html

April 29 – Health Fair?

May 1
Catch up, Evaluations.

Selected Instructor's Bibliography
50 Facts That Should Change the World
An Inconvenient Truth
Beauty & Misogyny Harmful Cultural Practices in the West
Being a Black Man at the Corner of Progress & Peril
Class Matters
Creative Interventions with Traumatized Children
Fast Food Nation
Gender, Race, Class, and Wealth
Healing and the Mind
Hooked: Ethics, the Medical Profession, and the Pharmaceutical Industry
Intensive Care: Medical Ethics and the Medical Profession
Intersecting Inequalities
Last Child in the Woods
Minding the Body

Natural Alternatives to Antibiotics
Perfect Health
Prescription for Nutritional Healing
Pushed: The Painful Truth about Childbirth and Modern Maternity Care
Psychotherapy Women
Race, Class, & Gender in the United States
Rethinking Experiences of Childhood Cancer
Stick Figure: A Diary of My Former Self
The Gendered Society Reader
The Fourfold Path to Healing
The Masculinity Reader
The matrix reader
The Paradox of Choice: Why More is Less
The Thinking Woman's Guide to a Better Birth
The Price of Privilege
Urgent Message from Mother Earth
You Can Prevent Global Warming
Women's Lives Multicultural Perspectives
Women's Bodies, Women's Wisdom
Academic Journals:
- American Psychologist
- Health Psychology
- Consumer Reports on Health

Recommended Reading List

Nickel and Dimed
Radical Ecopsychology
Gather Together in My Name (All the books in this series are good).
Simple Abundance: A Daybook of Comfort and Joy
Women Who Run With the Wolves
Education of Little Tree
Inner Peace for Busy People
Full Catastrophe Living
The Dance of Intimacy
Care of the Soul
The Road Less Traveled
Living the Simple Life
The Truth Shall Set You Free
Watership Down
The Beauty Myth
So Sexy So Soon
Female Chauvinist Pigs
Glass Castle
Small Wonders
Why Zebras Don't Get Ulcers
Everyday Zen
Don't Sweat the Small Stuff…and it's All Small Stuff
Feminist Perspectives on Eating Disorders
The Prophet
The Dao of Pooh
Health Psychology in Global Perspective
The Dance of Anger
Soul Mates
The Giving Tree
Walden
A Prayer for Owen Meaney
Mists of Avalon
The Poisonwood Bible
Packaging Girlhood
Pornified

Health Psychology: Class Participation Self-Assessment **Due on the Last Day of Class**

Name: _____

As you know, class participation is an important component in this class. I would like you to reflect upon your participation over the ENTIRE course and come up with a grade and rationale for why you think you deserve this grade. I will consider this information in assigning your grade. It is very important that you are honest in your self assessment. I have kept track of your contributions but am interested in your own perceptions. Remember, honesty is important!!

When assigning yourself a grade rate yourself on the following components using the guidelines:

Attendance: "A" students should have attended all classes or missed only once, students who missed several (more than 3) earn a "C", "D/F" students would have missed 4 or more.
GRADE = _____

Promptness: "A" students would be on time for almost all classes, "C" students would have been late for several (more than 4), "D" or "F" students would be consistently late.
GRADE = _____

Readings: "A" students would have read all assigned readings by the due date (whether a quiz or not), "B" students would have read almost all, "C" students would have read most, "D" students would have read about half. GRADE = _____

Oral Participation (e.g., relevant comments and questions): "A" students made comments approximately 1-2 times a week (total of 15-30 times over semester), "B" students made comments roughly once a week (total of 15), "C" students made comments once every couple of weeks (total of 7), "D" students made 1-2 comments whole semester, "F" students did not make any comments.
GRADE = _____

Group Participation: "A" students were active in group participation, often the leaders/presenters, "B" students were active and displayed interest, "C" students displayed interest but were less verbally active, "D/F" students were off topic (e.g., talking about other plans), or did not participate. GRADE = _____

Other: Did you bring in any current events to discuss in class?

What is the numerical average of your participation grades above? _____
What participation grade do you think you earned? Percentage =_____

Rationale: