

**Psychology 4460  
Social Psychology of Health and Illness  
Spring 2010**

**Professor**

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Office Hours: Monday 3-4 p.m. & Tuesday 2-3 p.m.; other times by appointment

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(please put "4460" in the subject header)

**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 Mondays and Wednesdays, 1:25 PM-2:45 PM, in BEH-S 106.

**Required Text**

Salovey, P., & Rothman, A.J. (2003). Social Psychology of Health. New York: Psychology Press.

Additional required readings are available for individual download on the password-protected class website.

**Class Web Site**

Most course materials (including paper assignments) may be found on the course web site:

[www.psych.utah.edu/olms](http://www.psych.utah.edu/olms)

## Overview of the Course

Through a series of lectures, readings, discussions, and short 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.

**Risk perception & risk communications:** We will also examine individual and social determinants of risk perceptions and how these may be influenced 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 and epidemiology, such as predictive genetic testing and cancer risk modeling, that highlight the importance of understanding how human beings think about -- and respond to -- potential health risks.

**Personality, religion, & health:** We will consider multiple individual differences (e.g., optimism, hostility, religious or spiritual beliefs and other aspects of worldview) 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, caregiving, 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 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 consider specific mental and physical health topics selected by students in the course.

A detailed schedule of topics, readings, and paper assignments appears on pages 6-10.

## **Requirements of the Course & Grading**

**1. Small Projects (60%):** 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 Wednesday, May 5, 3 p.m.

**3. Class participation, weekly discussion questions, article shares (10%):** This will be an active, discussion-focused class. Asking questions and offering comments and examples improves the learning experience for everyone. To facilitate discussion, students will be responsible for preparing 2 written discussion questions in advance for one class each week (we will divide the class into a Monday group and the Wednesday group).\* In some weeks, students will be asked to locate a journal article that interests them to share with the class and to make a brief presentation on its findings instead of submitting discussion questions.

\*Please e-mail your discussion questions to Angela.Newman@psych.utah.edu by 12 noon on each class day (please put "4460 discussion questions" in the subject header). These will be distributed at the start of each class.

More information about the short paper assignments and final paper will be provided in class. A draft list of short assignments appears on pages 6-7.

Participation counts. 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.

### **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 before the midterm, 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 phone # (with good times to call you) or 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 28, 2010.

#### **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 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.

If you qualify for accommodations in classroom seating or other aspects 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.

## 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. 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 my 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 20. 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.

**Schedule of Required Readings & Paper Assignments\***

A schedule of readings appears on pages 8-10. Most of the readings are taken from the course text. Additional readings will be provided in advance on the class website.

The list below contains draft descriptions of each of the 5 paper assignments. Final versions of these assignments will be available in class and on the class web site. Please note that any revisions to the deadlines for specific paper assignments would result in their being moved later, never earlier.

\*Please note that this schedule is subject to revision. Please attend class and check the class web site for up-to-date information.

**I. Health Cognitions and Health Behaviors**

Paper #1 (The Best of Intentions...: Track the Fate of a New Year's Resolution) is due on Wednesday, February 3, 1 PM.

**II. Risk Perception & Risk Communications**

Paper #2 (Analysis of Public Service Announcements, Risk Communication and/or Social Marketing Campaigns Versus Ad Campaigns for Unhealthy Products or Behaviors)

Paper 2 is due Thursday, February 17, 1 PM.

**III. Mental Models, Illness Delay, & Adherence**

Paper #3 (Illness Delay Interview & Analysis) is due on Monday, March 1, 1 PM.

**IV. Personality, Religion, & Health**

Paper #4 (Who We Are, What We Believe, and What We Do: Interview re: link between personal beliefs and one or more aspects of health beliefs and/or behaviors, coping with stress, seeking social support, etc.)

Paper #4 is due Wednesday, March 17, 1 PM.

**V. Social Processes & the Management of Illness & Stigma**

Paper #5a (Social Support on the Internet)

Alternate Paper #5b (Analysis of Helpful Versus Unhelpful Social Support)

Alternate Paper #5c (Analysis of Burdens & Benefits of Caregiving)

Paper 5 is due Monday, April 12, 1 PM.

**VIII. Final paper due Wednesday, May 5, 3 PM.**

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## Reading List &amp; Paper Deadlines

January 11, 2010

Date	Topic	Monday Readings	Date	Topic	Wednesday Readings
1/11	<b>Introduction</b>	Jordan & Zanna (Appendix)	1/13	<b>Social Factors &amp; Health</b>	Salovey & Rothman (Overview of textbook)  Leary et al. (1994)
1/18	<b>Martin Luther King Jr. holiday</b>		1/20	<b>Health Cognitions &amp; Behaviors</b>	Weinstein (1988)
1/25	<b>Health Cognitions &amp; Behaviors over Time</b>	Gerrard et al. (Reading 2)  Gibbons et al. (Reading 6) – read for gist	1/27	<b>Illness Prototypes &amp; Social Norms</b>	Gibbons & Gerrard (Reading 11)  Prentice & Miller (Reading 12)
2/1	<b>Stages of Change, Maintenance &amp; Relapse</b>	Prochaska, DiClemente, & Norcross (Reading 5)  Weinstein & Lyon (Reading 16)	2/3	<b>Persuasion &amp; Health.1: Risk Perceptions &amp; Risk Communication, Defensive Processing</b>  Paper 1 (best of intentions) due	Ditto & Croyle (Reading 7)  Lieberman & Chaiken (Reading 8)
2/8	<b>Persuasion &amp; Health.2: Message framing, fear appeals, social marketing, health-promotion campaigns</b>  Students provide examples of risk communications, social marketing, public- service announcements and/or articles about them	Hansen, J., Winzeler, S., & Topolinski, S. (in press).  Rothman et al. (Reading 19)	2/10	<b>Film: Advertising and the End of the World + discussion</b>  Climate change week: Discuss applications of what we have learned in the context of health to environmental change	

<b>Date</b>	<b>Topic</b>	<b>Monday Readings</b>	<b>Date</b>	<b>Topic</b>	<b>Wednesday Readings</b>
2/15	<b>Presidents' Day holiday</b>		2/17	<b>Mental Models of Illness &amp; Adherence</b>  Paper 2 due (analysis of public service announcements to promote healthy behavior versus advertising to promote unhealthful behaviors)	Meyer, Leventhal, & Gutmann (Reading 1)  Donovan & Blake (1992)  Illness Perception Questionnaire (web)
2/22	<b>Discuss Illness Delay Papers</b>	No new reading	2/24	<b>Personality &amp; Health.1: Multiple Pathways</b>	Friedman & Booth-Kewley (Reading 20)  Smith (Reading 21)
3/1	<b>Personality &amp; Health .2: Optimism, Control Beliefs</b>  Paper 3 due [illness cognition & delay behavior]	Scheier et al. (Reading 22)  Borowski et al. 2009	3/3	<b>Religion, Spirituality, Worldview, Coping &amp; Health .1</b>	Janoff-Bulman (1989)
3/8	<b>Religion, Spirituality, Worldview &amp; Health .2</b>  and/or Aspinwall, Leaf, & Leachman (2007) genetic testing chapter or the in-press Journal article	2 Students select one article  Leaf, Aspinwall, & Leachman (in press)  Phelps et al. 2009	3/10	<b>Personality &amp; health.3</b> 5 students select one article	

<b>Date</b>	<b>Topic</b>	<b>Monday Readings</b>	<b>Date</b>	<b>Topic</b>	<b>Wednesday Readings</b>
3/15	<b>Social Support .1</b>	House, Landis, & Umberson (Reading 14)  Cohen (Reading 15)	3/17	<b>Social Support.2</b>  Paper 4 due (personality, worldview, stress & coping)	Lehman, Ellard, & Wortman (1986)  Sheehy (2007)
3/22	<b>Spring Break</b>		3/24	<b>Spring Break</b>	
3/29	<b>Social Support.3: Continued; Stigma, Disclosure, &amp; Health</b>	Pennebaker (Reading 23)  Davison, Pennebaker & Dickerson (2000) review of Internet support groups	3/31	<b>Social Comparison &amp; Health: Adjustment to Chronic Illness</b>	Wood, Taylor, & Lichtman (Reading 10)  Kulik, Mahler, & Moore (Reading 13)
4/5	<b>Social Support &amp; the Internet</b>  Students present their analyses of Internet-based support groups and social comparison processes		4/7	<b>Professor out of town to attend conference -- no class today</b>	No new reading
4/12	<b>SES, Ethnicity, Environment, &amp; Health</b>  Paper 5 due (analysis of helpful versus unhelpful social support or social support/social comparison process on the Internet)	Taylor, Repetti & Seeman (1997) -- divide sections among students?	4/14	<b>Discrimination &amp; health</b>	Pascoe & Smart Richman (2009)  students to choose one article on racism, sexism, or heterosexism from the following articles: Clark et al. (1999) Kaiser & Miller 2004 Meyer 2003 Pachankis 2007

Date	Topic	Monday Readings	Date	Topic	Wednesday Readings
4/19	<b>Interpersonal Aspects of Depression and Its Maintenance</b>	Coates & Wortman (1980)	4/21	<b>Bereavement</b>	Wortman & Silver 2001
4/26	<b>HIV/AIDS.1: The Interpersonal Dynamics of Sexual Risk Behavior</b>	Amaro (1995) Sanderson & Cantor (1995)	4/28	<b>HIV/AIDS.2: Interventions to Promote Safer Sexual Behaviors</b>	Bryan, Aiken, & West (1996) Albarracin et al. (2005)
			5/5 Wed	<b>Final Papers Due, 3 PM</b> [no final exam]	

### 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 discussion questions, selected journal articles, small assignments, and final paper 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.

### List of Recommended Journals for Class Assignments

American Psychologist  
Annals of Behavioral Medicine  
Health Psychology  
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  
Psychological Bulletin

Psychological Science  
Psychology and Health  
Psychological Review  
Social Science and Medicine  
Disease-specific Journals (e.g., AIDS, Cancer, Arthritis)

**Bibliography**  
**Social Psychology of Health and Illness**

Readings reprinted in P. Salovey and A. J. Rothman (Eds.). (2003). *Social psychology of health*. New York: Psychology Press. Articles that are not part of the readings textbook may be found on the password-protected class website and downloaded for individual educational use.

Albarracin, D., Gillette, J. C., Earl, A. N., Glasman, L. R., Durantini, M. R., & Ho, M-H. (2005). A test of major assumptions about behavior change: A comprehensive look at the effects of passive and active HIV-prevention interventions since the beginning of the epidemic. *Psychological Bulletin*, *131*, 856-897.

Amaro, H. (1995). Love, sex, and power: Considering women's realities in HIV prevention. *American Psychologist*, *50*, 437-447.

Borowski, I W., Ireland, M., & Resnick, M. D. (2009). Health status and behavioral outcomes for youth who anticipate a high likelihood of early death. *Pediatrics*, *124*, e81-e88.

Bryan, A. D., Aiken, L. S., & West, S. G. (1996). Increasing condom use: Evaluation of a theory-based intervention to prevent sexually transmitted diseases in young women. *Health Psychology*, *15*, 371-382.

Clark, R., Anderson, N. B., Clark, V. R., & Williams, D. R. (1999). Racism as a stressor for African Americans: A biopsychosocial model. *American Psychologist*, *54*, 805-816.

Coates, D., & Wortman, C. B. (1980). Depression maintenance and interpersonal control. In A. Baum and J. E. Singer (Eds.), *Advances in environmental psychology: Vol. 2, Applications of personal control* (pp. 149-182). Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.

Cohen, S. (1988). Psychosocial models of the role of social support in the etiology of physical disease. *Health Psychology*, *7*, 269-297. (Reading 15)

Davison, K. P., Pennebaker, J. W., & Dickerson, S. S. (2000). Who talks? The social psychology of illness support groups. *American Psychologist*, *55*, 205-217.

Ditto, P. H., & Croyle, R. T. (1995). Understanding the impact of risk factor test results: Insights from a basic research program. In R. T. Croyle (Ed.), *From psychosocial effects of screening for disease prevention and detection*. (Reading 7)

Donovan, J. L., & Blake, D. R. (1992). Patient non-compliance: Deviance or reasoned decision-making? *Social Science and Medicine*, *34*(5), 507-513.

Friedman, H. S., & Booth-Kewley, S. (1987). The "disease-prone personality: A meta-analytic view of the construct." *American Psychologist*, *42*, 539-555. (Reading 20)

Gerrard, M., Gibbons, F. X., Benthin, A. C., & Hessling, R. M. (1996). A longitudinal study of the reciprocal nature of risk behaviors and risk cognitions in adolescents: What you do shapes what you think and vice versa. *Health Psychology*, *15*, 344-354. (Reading 2)

- Gibbons, F. X., & Gerrard, M. (1995). Predicting young adults' health risk behavior. *Journal of Personality and Social Psychology*, *69*, 505-517. (Reading 11)
- Gibbons, F. X., Gerrard, M., Blanton, H., & Russell, D. W. (1998). Reasoned action and social reaction : Willingness and intention as independent predictors of health risk. *Journal of Personality and Social Psychology*, *74*, 1164-1180. (Reading 6)
- Hansen, J., Winzeler, S., & Topolinksi, S. (in press). When death makes you smoke: A terror management perspective on the effectiveness of cigarette on-pack warnings. *Journal of Experimental Social Psychology*.
- House, J. S., Landis, K. R., & Umberson, D. (1988). Social relationships and health. *Science*, *241*, 540-545. (Reading 14)
- Janoff-Bulman, R. (1989). Assumptive worlds and the stress of traumatic events: Applications of the schema construct. *Social Cognition*, *7*, 113-136.
- Jordan, D. H., & Zanna, M. P. (2003). Appendix: How to read a journal article in social psychology. In P. Salovey and A. J. Rothman (Eds.). *Social psychology of health* (pp. 369-378). New York: Psychology Press. (Appendix)
- Kaiser, C. R., & Miller, C. T. (2004). A stress and coping perspective on confronting sexism. *Psychology of Women Quarterly*, *28*, 168-178.
- Kulik, J. A., Mahler, H. I. M., & Moore, P. J. (1996). Social comparison and affiliation under threat: Effects on recovery from major surgery. *Journal of Personality and Social Psychology*, *71*, 967-979. (Reading 13)
- Leaf, S. L., Aspinwall, L. G., & Leachman, S. A. (in press). God and agency in the era of molecular medicine: Religious beliefs predict sun-protection behaviors following melanoma genetic test reporting. *Archive for the Psychology of Religion*.
- Leary, M. R., Tchividjian, L. R., & Kraxberger, B. E. (1994). Self-presentation can be hazardous to your health: Impression management and health risk. *Health Psychology*, *13*, 461-470.
- Lehman, D. R., Ellard, J. H., & Wortman, C. B. (1986). Social support for the bereaved: Recipients' and providers' perspectives on what is helpful. *Journal of Consulting and Clinical Psychology*, *54*(4) 438-446.
- Lieberman, A., & Chaiken, S. (1992). Defensive processing of personally relevant health messages. *Personality and Social Psychology Bulletin*, *18*, 669-679. (Reading 8)
- Meyer, I. H. (2003). Prejudice, social stress, and mental health in lesbian, gay, and bisexual populations: Conceptual issues and research evidence. *Psychological Bulletin*, *129*, 674-697.
- Meyer, D., Leventhal, H., & Gutmann, M. (1985). Common-sense models of illness: The example of hypertension. *Health Psychology*, *4*, 115-135. (Reading 1)

- Pachankis, J. E. (2007). The psychological implications of concealing a stigma: A cognitive-affective-behavioral model. *Psychological Bulletin*, *133*, 328-345.
- Pascoe, E. A., & Smart Richman, L. (2009). Perceived discrimination and health: A meta-analytic review. *Psychological Bulletin*, *135*, 531-554.
- Pennebaker, J. W. (1997). Writing about emotional experiences as a therapeutic process. *Psychological Science*, *8*, 162-166. (Reading 23)
- Phelps, A. C., Maciejewski, P. K., Nilsson, M., Balboni, T. A., Wright, A. A., Paulk, M. E., Trice, E., Schrag, D., Peteet, J. R., Block, S. D., & Prigerson, H. G. (2009). Religious coping and use of intensive life-prolonging care near death in patients with advanced cancer. *Journal of the American Medical Association*, *301*(11), 1140-1147.
- Prentice, D. A., & Miller, D. T. (1993). Pluralistic ignorance and alcohol use on campus: Some consequences of misperceiving the social norm. *Journal of Personality and Social Psychology*, *64*, 243-256. (Reading 12)
- Prochaska, J. O., DiClemente, C. C., & Norcross, J. C. (1992). In search of how people change: Applications to addictive behaviors. *American Psychologist*, *47*, 1102-1114. (Reading 5)
- Rothman, A. J., Martino, S. C., Bedell, B. T., Detweiler, J. B., & Salovey, P. (1999). The systemic influence of gain- and loss-framed messages on interest in and use of different types of health behavior. *Personality and Social Psychology Bulletin*, *25*, 1355-1369. (Reading 19)
- Sanderson, C. A., & Cantor, N. (1995). Social dating goals in late adolescents: Implications for safer sexual activity. *Journal of Personality and Social Psychology*, *68*, 1121-1134.
- Scheier, M. F., Matthews, K. A., Owens, J. F., Magovern, Sr., G. J., Lefebvre, R. C., Abbott, R. A., & Carver, C. S. (1992). Dispositional optimism and recovery from coronary artery bypass surgery: The beneficial effect on physical and psychological well-being. *Journal of Personality and Social Psychology*, *57*, 1024-1040. (Reading 22)
- Sheehy, G. (2007, September 9). How can we help our nation's caregivers? *Parade magazine*, 4-5.
- Smith, T. W. (1992). Hostility and health: Current status of a psychosomatic hypothesis. *Health Psychology*, *11*, 139-150. (Reading 21)
- Stone, J., Aronson, E., Crain, A. L., Winslow, M. P., & Fried, C. B. (1994). Inducing hypocrisy as a means of encouraging young adults to use condoms. *Personality and Social Psychology Bulletin*, *20*, 116-128. (Reading 18)
- Taylor, S. E., Repetti, R. L., & Seeman, T. (1997). Health psychology: What is an unhealthy environment, and how does it get under the skin? *Annual Review of Psychology*, *48*, 411-447.
- Thoits, P. A. (1986). Social support as coping assistance. *Journal of Consulting and Clinical Psychology*, *54*(4) 416-423.
- Weinstein, N. D. (1988). The Precaution Adoption Process. *Health Psychology*, *7*, 355-386.

Weinstein, N. D., Lyon, J. E., Sandman, P. M., & Cuite, C. L. (1998). Experimental evidence for stages of health behavior change: The precaution adoption process model applied to home radon testing. *Health Psychology, 17*, 445-453. (Reading 16)

Wood, J. V., Taylor, S. E., & Lichtman, R. R. (1985). Social comparison in adjustment to breast cancer. *Journal of Personality and Social Psychology, 49*, 1169-1183. (Reading 10)

Wortman, C. B., & Silver, R. C. (2001). The myths of coping with loss revisited. In M. S. Stroebe, R. O. Hansson, W. Stroebe, and H. Schut (Eds.), *Handbook of bereavement research: Consequences, coping and care* (pp. 405-429). Washington, DC: American Psychological Association.