**Personality and Health/Wellbeing**

**Instructor: Jessica Williamson, Ph.D.**

**E-mail:** [jessrwill@ksu.edu](mailto:jessrwill@ksu.edu)

**Classroom:** Bluemont Hall 5102

**Days:** M/W/F

**Time:** 3:30-4:20

**Office:** Bluemont Hall 472

**Student hours:**

*M,T,W, F: 11:00 a.m. – 12:00 p.m.*

*TR: 1:00 p.m. – 2:00 p.m.*

*Or by appointment.*

**E-mail Correspondence with Instructor:**

I will not respond to e mails between 4:00 PM and 8:00 AM on weekdays. I will not respond to e mails on weekends. In general, you can expect a response from me within 48 hours during the week. When e mailing me, identify yourself with your name and the course you’re in (I teach four classes).

**Objectives of the Course**

Personality and Health is a course designed to explore the mechanisms and connections between traits, dispositions, and mental as well as physical health. We will explore how personality traits can be both adaptive and maladaptive in promoting or acting as barriers to wellbeing. Example topics covered include personality traits and cardiovascular disease, personality and cancer survival, stress and coping, the health benefits of mindfulness and self-compassion, trait predispositions for depression, risky behavior and health, self-regulation and health, and traits and immune functioning.

Students will be expected to engage in in-depth discussion of reading materials, which will include both the course text and empirical research articles.

Aside from learning of content material, other major goals of the course include strengthening skills of critical consumption and analysis of research methods and design.

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| --- | --- |
| **Item** | **Points** |
| **Paper** | **100** |
| *Brief Proposal Topic Presentation/Class* | *10* ***Due 2/27*** |
| *Draft* | *20* ***Due 3/23*** |
| *Final Paper* | *50* ***Due 5/11*** |
| *Final Presentation* | *20* ***5/4 & 5/6 – all presentations due 5/4*** |
| **Class Discussion** | **45** |
| **Discussion Question Papers** | **45** |
| **Total** | **190** |

**Grading scale:**

|  |  |  |  |
| --- | --- | --- | --- |
| 90 – 100 | A | 60 – 69 | D |
| 80 – 89 | B | 59 and below | F |
| 70 – 79 | C |  |  |

**Required text**

Vollrath, Margarete E. (Ed). *Handbook of personality and health* (2006). John Wiley & Sons Ltd, New York, NY. ISBN: 978-0-470-02134-7

**Format of the Course**

There will be very little lecturing in this course. This course is largely a discussion-based and interactive course, meaning students must be very active in class discussion as part of the course requirements. Students are expected to read book chapters as well as assigned articles and be able to discuss the material in class.

Students are expected to participate in class discussions.

**Reading summaries**

Review sheet templates are provided on KSOL. There are two templates. One template is for chapters/reviews/meta-analyses. The second template is for empirical articles. Students must answer the questions on the appropriate sheet concerning the reading for the next class. Review sheets are always due before the start of the class that the reading is due. For example, we are reading Martin et al.’s paper on anger expression on 2/4. You must turn in your review sheet for this reading online before class on 2/4. On this sheet, you must also write your class discussion questions/comments which you will use during class. See below for more information about class discussion requirements.

**Class discussion and question assignments**

Students must turn in to the designated dropbox at least two (2) discussion questions or comments per reading (i.e., article or book chapter). Students may turn in one question and one comment, two questions, or two comments. For example, if we have 3 readings, students not leading the class discussion should turn in 6 questions/comments to the designated dropbox. These questions/comments will be completed along with review sheets of each reading on which the student will answer several questions about the chapter/research article.

Each week of entries will be graded on a 1-3 scale: 0 = fail, 1 = needs a great deal of improvement (i.e., lacks thoughtfulness, insight, clear student did not read material), 2 = satisfactory, 3 = excellent. Please note that the overall week – not each individual entry – will receive a score. These questions are to prompt you to consider the readings more in-depth and become more engaged in class discussion.

**Research review**

A major component of the current course is to write a review paper of some aspect of personality and how it relates to health. This research review could take many forms, including examining the link between a specific trait and an aspect of wellbeing or perhaps methods of inductions/techniques to enhance or subdue a particular trait to increase wellbeing.

**Late Assignments**

For each day late (after the due date), 33% will be deducted from assignments. This will result in a 0 for the assignment after 3 late days (this includes weekends).

**Student disability services**

Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in Disability Support Services in 202 Holton Hall (532-6441).

**Classroom etiquette (and netiquette)**

Students are expected to arrive on time and be respectful to both fellow classmates and the instructor to promote a safe and fulfilling learning environment. Students will be asked to leave if they disrupt class. Students should use laptops for note-taking or class-related purposes only so as to not distract themselves and other classmates. If a student is caught using electronic devices for reasons other than general psych course-related work, s/he may be asked to leave the classroom and may receive a zero on that day’s assignments.

**Week 1**

***Monday 1/19***

No Class

***Wednesday 1/21***

Introduction to course

***Friday 1/23***

Background on Personality and Traits

Allport, G. W. (1931). What is a trait of personality?*The Journal of Abnormal and Social Psychology, 25*(4), 368-372.

**Week 2**

***Monday 1/26***

Digman, J. M. (1990). Personality structure: Emergence of the five-factor model.*Annual Review of Psychology, 41*, 417-440.

***Wednesday 1/28***

Contrada, R.J., Cather, C., & O’Leary, A. (1999). Personality and Health: Dispositions and Processes in Disease Susceptibility and Adaptation to Illness. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of personality: Theory and research*. New York, NY: Guilford Press. Guilford Press, New York, NY. 576-604

***Friday 1/30***

Vollrath: Who becomes and stays sick? Who stays healthy, how and why, and what can be done about it? (pgs 1-12)

How to do a literature search

**Week 3**

***Monday 2/2***

Vollrath, Chapter 1 (pgs 13-34). Personality, Cardiovascular disease, and public health

***Wednesday 2/4***

Martin, R., Wan, C. K., David, J. P., Wegner, E. L., Olson, B. D., & Watson, D. (1999). Style of anger expression: Relation to expressivity, personality, and health.*Personality and Social Psychology Bulletin, 25*(10), 1196-1207.

***Friday 2/6***

Denollet, J. (2000). Type D personality: A potential risk factor refined.*Journal of Psychosomatic Research, 49*(4), 255-266.

Cuijpers, P., Smith, F., Penninx, B., de Graaf, R., ten Have, M., Beekman, A. (2010). Economic costs of neuroticism. *Archives of General Psychiatry, 67*, 1086-1093.

**Week 4**

***Monday 2/9***

Vollrath Chapter 4 (pgs 73 – 114). Personality, stress, and coping

***Wednesday 2/11***

Vollrath Chapter 8 (pgs 175 – 194). Physiological pathways from personality to health: The cardiovascular and immune systems

***Friday 2/13***

Vollrath Chapter 2 (pgs 35-50). Personality and cancer onset and survival

**Week 5**

***Monday 2/16***

No class – I have a faculty meeting.

***Wednesday 2/18***

Personality Coherence, Change, and Stability -- Lecture

Caspi, A., Roberts, B. W., & Shiner, R. L. (2005). Personality development: Stability and change.*Annual Review of Psychology, 56*, 453-484.

***Friday 2/20***

Rothbart, M. K. (2007). Temperament, Development, and Personality. *Current Directions In Psychological Science (Wiley-Blackwell)*, *16*(4), 207-212.

Vollrath Chapter 3 (pgs 51-72). Temperament in children and unintentional injuries

**Week 6**

**Proposal of Topic Presentations/Discussion 2/27\***

***Monday 2/23***

Vollrath Chapter 5 (pgs 115 – 136). Personality and well-being

***Wednesday 2/25***

Keng, S., Smoski, M. J., & Robins, C. J. (2011). Effects of mindfulness on psychological health: A review of empirical studies. *Clinical Psychology Review*, 31(6), 1041-1056. doi:http://dx.doi.org/10.1016/j.cpr.2011.04.006

***Friday 2/27***

Proposal of topic (all electronic proposals due)

**Week 7**

***Monday 3/2***

Terry, M. L., Leary, M. R., Mehta, S., & Henderson, K. (2013). Self-compassionate reactions to health threats. Personality and Social Psychology Bulletin, 39(7), 911-926. doi:http://dx.doi.org/10.1177/0146167213488213

***Wednesday 3/4***

Vollrath Chapter 6 (pgs 137-156) Mechanisms relating personality and health

***Friday 3/6***

Vollrath Chapter 7 (pgs 157-174) Personality and Illness Behavior

**Week 8**

***Monday 3/9***

Bermúdez, J. (1999). Personality and health-protective behaviour. *European Journal Of Personality*, *13*(2), 83-103.

***Wednesday 3/11***

Jerram, K. L., & Coleman, P. G. (1999). The big five personality traits and reporting of health problems and health behaviour in old age. *British Journal of Health Psychology,* *4,* 181–192.

***Friday 3/13***

Vollrath Chapter 9 (pgs 195 – 214). Personality and relationships: A dynamic-transactional perspective

**Week 9**

**Spring Break**

**Week 10**

**Review draft due 3/23\***

***Monday 3/23***

No class – I have a faculty meeting

***Wednesday 3/25***

Vollrath Chapter 10 (pgs 215-234) Personality types, traits, and risky behavior

***Friday 3/27***

Leary, M. R., Tchividijian, L. R., & Kraxberger, B. E. (1994). Self-presentation can be hazardous to your health: Impression management and health risk.*Health Psychology, 13*(6), 461-470. doi:http://dx.doi.org/10.1037/0278-6133.13.6.461

**Week 11**

***Monday 3/30***

Miller, H. V., Barnes, J. C., & Beaver, K. M. (2011). Self-control and health outcomes in a nationally representative sample.*American Journal of Health Behavior, 35*(1), 15-27.

***Wednesday 4/1***

Kardum, I., & Hudek-Knezevic, J. (2012). Relationships between five-factor personality traits and specific health-related personality dimensions.*International Journal of Clinical and Health Psychology, 12*(3), 373-387.

***Friday 4/3***

Joshanloo, M., & Nosratabadi, M. (2009). Levels of mental health continuum and personality traits.*Social Indicators Research, 90*(2), 211-224. doi:http://dx.doi.org/10.1007/s11205-008-9253-4

**Week 12**

***Monday 4/6***

Friedman, H. S. (2000). Long-term relations of personality and health: Dynamism, mechanisms, tropisms.*Journal of Personality,68*(6), 1089-1107.

***Wednesday 4/8***

Vollrath Chapter 11 (pgs 235-258) The possibilities of personality psychology and persons for the study of health

***Friday 4/10***

Personality, cognition, and depression

**Week 13**

***Monday 4/13***

Widiger, A.T. (2011). Personality and psychopathology. *World Psychiatry*,*10*(2), 103–106.

Kotov, R., Gamez, W., Schmidt, F., & Watson, D. (2010). Linking “big” personality traits to anxiety, depressive, and substance use disorders: A meta-analysis. Psychological Bulletin, 136, 768-821.

***Wednesday 4/15***

Miller, J. D., Lynam, D. R., Widiger, T. A., et al. (2001). Personality disorders as extreme variants of common personality dimensions: Can the Five-Factor Model adequately represent psychopathy? *Journal of Personality*, *69*, 253–276.

***Friday 4/17***

Samuel, D. B., & Widiger, T. (2008). A meta-analytic review of the relationships between the five-factor model and the DSM-IV-TR personality disorders: A facet level analysis. *Clinical Psychology Review*, *28*, 1326-1342.

Lynam, D. R., & Widiger, T. A., (2001). Using the five-factor model to represent the DSM-IV personality disorders: An expert consensus approach. Journal of Abnormal Psychology, 110, 410-412.

**Week 14**

***Monday 4/20***

No class – I have a faculty meeting

***Wednesday 4/22***

Harkness, A.R., & Lilienfeld, S.O. (1997). Individual differences science for treatment planning: Personality traits. Psychological Assessment, 9, 349-360.

***Friday 4/24***

Vollrath Chapter 12 (pgs 259 – 276). The prevention and treatment of hostility

**Week 15**

***Monday 4/27***

Vollrath Chapter 13 (pgs 277-298) expressive writing, psychological processes, and personality

***Wednesday 4/29***

Vollrath Chapter Chapter 14 (pgs 299-314) Media, sensation seeking, and prevention

***Friday 5/1***

Vollrath Chapter Chapter 15 (pgs 315-336) The promotion of optimism and health

**Week 16**

***Monday 5/4***

Class presentations; all presentations due

***Wednesday 5/6***

Class presentations

***Friday 5/8***

NO CLASS

**Week 17**

**Final paper due Monday 5/11 @ 11:59 PM**

***\*I reserve the right to change the syllabus/schedule during the semester. Students will be notified of changes and a revised syllabus will be uploaded on the course website.***

**ACADEMIC INTEGRITY**

Kansas State University has an Honor & Integrity System based on personal integrity which is presumed to be sufficient assurance in academic matters one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor & Integrity System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning.

A component vital to the Honor & Integrity System is the inclusion of the [Honor Pledge](http://www.k-state.edu/honor/honorsystem/pledge.htm) which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, *whether or not* it is stated: **"On my honor, as a student, I have neither given nor received unauthorized aid on this academic work."**

The default in this class is that ALL work will be accomplished individually, UNLESS my permission is given in advance of an assignment/quiz/exam/take-home exam/final. If you are in doubt, please ask

A [grade of XF](http://www.k-state.edu/honor/faculty/xfagree.html) can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

For more information, visit the Honor & Integrity System home web page at: <http://www.k-state.edu/honor/>