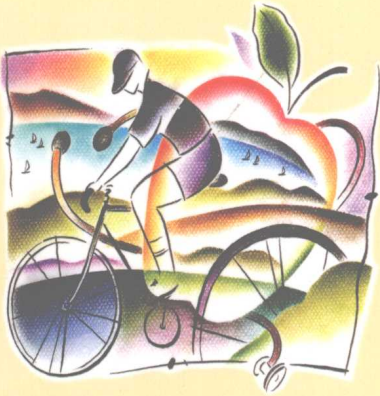
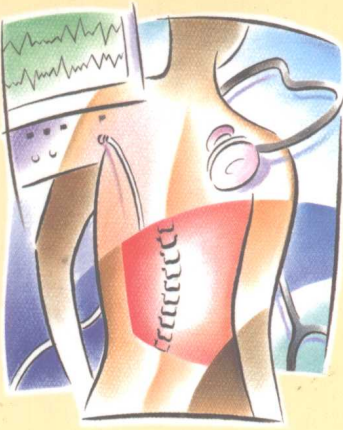


• FIFTH EDITION •

# HEALTH PSYCHOLOGY

SHELLEY E. TAYLOR



FIFTH EDITION



# *Health Psychology*

Shelley E. Taylor

*University of California, Los Angeles*



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## Preface

When I wrote the first edition of *Health Psychology* nearly 20 years ago, the task was much simpler than is now the case. Health psychology was new and relatively small. In the past 20 years, the field has grown steadily, and great research advances have been made. Chief among these developments has been the increasing use and refinement of the biopsychosocial model: the study of health issues from the standpoint of biological, psychological, and social factors acting together. Increasingly, research has attempted to identify the physiological pathways by which such psychosocial factors as stress may exert an adverse effect on health and by which such potentially protective factors as social support may buffer the impact of stress. My goal in the fifth edition of this text is to convey the increasing sophistication and complexity of the field in a manner that makes it accessible, comprehensible, and exciting to undergraduates without compromising the scientific nature of the field.

Like any science, health psychology is cumulative, building on past research advances to develop new ones. Accordingly, I have tried to present not only the fundamental contributions to the field but also the current form that research on these issues takes. Because health psychology is developing and changing so rapidly, it is essential that a text be up-to-date. Therefore, I have not only reviewed the recent research in health psychology but have sought to obtain information about many research projects that will not be available in the general literature for several years. In so doing, I am presenting an edition that is both current and pointed toward the future.

A second goal is to portray health psychology appropriately as intimately involved with the problems of our times. Because AIDS is now a leading cause of death worldwide, the need for such health measures as condom use is readily apparent if we are to stop the spread of this disease. The aging of the population and the shift in numbers toward the later years create unprecedented health needs to which health psychology must respond. Such efforts include the need for a campaign of health promotion for these aging cohorts and an understanding of the psychosocial issues that arise in response to chronic disorders.

Research that increasingly implicates health habits as origins of our most prevalent disorders underscores more than ever the importance of modifying problematic health behaviors, such as smoking and alcohol consumption.

Increasingly, research documents the importance of a healthy diet, regular exercise, and breast self-examination, among other positive health habits for maintaining good health. The at-risk role has taken on increasing importance in prevention, as breakthroughs in genetic research have made it possible to identify a genetic risk for a disease long before disease is evident. How people cope with being at risk and what interventions are appropriate for people at risk represent some of the additions to health prevention coverage in this edition. By expanding the coverage of health promotion issues and integrating them more fully into the later chapters on seeking treatment and managing illness, this edition highlights these developments, forging an integrated presentation of the complex relations among health habits, psychosocial resources, stress and coping, and health and illness outcomes.

Health psychology is both an applied field and a basic research field. Accordingly, in highlighting the research accomplishments of the field, I have not only tried to present a comprehensive picture of the scientific progress but also tried to portray the very important applications that have been derived from that body of knowledge. The chapters on health promotion, for example, put particular emphasis on the most promising methods and venues for changing health behaviors in the population. The chapters on chronic diseases highlight how knowledge about the psychosocial causes and consequences of these disorders may be used to intervene with these populations—first, to reduce the likelihood that such disorders will develop and, second, to deal effectively with the psychosocial issues that do arise. These applications of the science center around intervention implications for people having difficulty managing the implications of their disorders.

Because the field is growing so rapidly and has become so technologically complex, there is a risk that coverage of the field will become needlessly dry and inaccessible to students. In this fifth edition, I have made a conscious effort to make the material more interesting and relevant to the lives of student readers. Each chapter opens with a case history reflecting the experiences of college students. In addition, the presentation of material has been more directly tied to the needs and interests of young adults. For example, the presentation of stress management is tied directly to how students might manage the stresses associated with college life. The presentation of alcoholism and problem drinking includes sections on college students' alcohol consumption and its modification. Health habits relevant to this age group, such as breast self-examination, testicular self-examination, exercise, and condom use, among others, are highlighted for their relevance to the college population. By providing students with anecdotes, case histories, and specific research examples that are relevant to their own lives, I have attempted to show the students how important this body of knowledge is, not only to their growth as developing students but also to their lives as young adults. The success of any text depends ultimately on its ability to communicate clearly to student readers and to spark interest in the field.

Health psychology is a science, and consequently it is important to communicate not only the research itself but also some understanding of how studies were designed and why they were designed that way. The coverage of research methods in chapter 1 has been expanded. The explanations of particular research methods and the theories that have guided research have been expanded and clarified throughout the book. Important studies are described in-depth, so that the student may have a sense of the methods researchers use to make decisions about how to gather the best data on a problem or how to intervene most effectively.

Throughout the book, I have made an effort to balance general coverage of psychological concepts with coverage of specific health issues. One method of so doing is by presenting groups of chapters, the initial chapters offering general concepts and subsequent chapters applying those concepts to specific health issues. Chapter 3 discusses general strategies of health promotion, and chapters 4 and 5 discuss those issues with specific reference to particular health habits, such as alcoholism, smoking, accident prevention, and weight control. Chapters 11 and 12 discuss broad issues that arise in the context of managing chronic and terminal illness. In chapters 13 and 14, these issues are addressed more concretely with reference to specific disorders, such as heart disease, cancer, and AIDS.

Rather than adopt a particular theoretical emphasis throughout the book, I have attempted to maintain a flexibility in orientation. Because health psychology is taught within all areas of psychology (clinical, social, cognitive, physiological, learning, developmental), material from each of these areas is included in the text, so that it can be accommodated to the orientation of each instructor. Consequently, not all material in the book is relevant for all courses. Successive chapters of the book build on each other but do not depend on each other. Thus, each instructor can accommodate the use of the text to his or her needs, giving some chapters more attention than others and omitting some chapters altogether, without undermining the integrity of the presentation.

## Instructor's Manual

The fifth edition is accompanied by a comprehensive instructor's manual, with test questions prepared by Virginia Norris. The manual outlines each chapter and provides detailed learning objectives and suggestions for lectures. Also included are ideas for classroom discussion, student projects, paper topics, and other activities. The instructor's manual contains an extensive presentation of the methodologies of health psychology, including epidemiology, experiments, surveys, and the like. It also includes a listing of annotated readings and other materials to enrich the course and an extensive test bank of true-false, multiple-choice, and essay questions that test students' recall of material, as well as their ability to comprehend and apply the concepts in the text.

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My extensive gratitude goes to Nina McDowell and Regan Roby for the many hours they put in on the manuscript. I thank my editor at McGraw-Hill, Rebecca Hope, who devoted much time and help to the preparation of the book. I also wish to thank the following reviewers who commented on all or part of the book: Christopher R. Agnew, Purdue University—West Lafayette, IN; Jennifer Etnier, Arizona State University—Tempe, AZ; Regan Gurung, University of Wisconsin—Green Bay, WI; Charles F. Kaiser, College of Charleston—Charleston, SC; Kathleen O’Connell, Columbia University—New York, NY; Virginia Norris, South Dakota State University—Brookings, SD. The thinking and writing that went into preparation of the fourth edition was enriched by my participation in the MacArthur Foundation’s SES and Health Network.

*Shelley E. Taylor*

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