

SYLLABUS

PSY 558, *Theories of Social Psychology: Health Applications*

Spring 2017, Tuesdays, Thursdays: 4:00-5:20, Psychology B 248

**Instructor: Anne Moyer; Office: Psych B 224; Tel: 632-7811;
email: anne.moyer@stonybook.edu. Office hours (held in N-3010 on the third floor
of the Melville Library: Tues 9:30-11:30; Wed 12:00-2:00, please email in advance
so I know to expect you.**

Course Description:

This course provides an overview of the ways in which social psychological theories and perspectives can be used to understand thoughts and behavior relevant to health and illness. It covers social influence, social comparison, pluralistic ignorance, social support, cognitive dissonance, message framing, and fear communication. The course also covers links between personality characteristics and health and how the broader social and cultural environment affects health and illness. The readings have been carefully selected to give you an overview of the field of social/health psychology, and expose you to some of the important figures and methodologies.

Learning Outcomes:

- Become familiar with the core theories relevant to social and health psychology research and intervention
- Understand how social psychological theories can be used to design health behavior change interventions
- Summarize, discuss, and critically analyze scientific journal articles in the field of health psychology
- Debate critical issues in the field of social and health psychology
- Design and critique a research proposal on a topic relevant to social and health psychology

Course readings can be downloaded from university library holdings via links from the Blackboard site for the course.

Class Format:

Often, I will give an introduction to the theory or topic area; this will be followed by a discussion of readings, homework assignments, or reading responses. We will also have scheduled debates on key issues. On selected weeks we will also view a video of a presentation given by an expert in the field (see “virtual guest presentations,” below) or have a live guest presentation.

Evaluation:

Course grades will be based on class attendance and participation, weekly reading response assignments, and on satisfactory completion of a research proposal and review of other course member’s proposals as indicated below:

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| 1. Participation (including presentation of homework assignments) | 25% |
| 2. Reading response/homework assignments (15 best) | 45% |
| 3. Research proposal (due Thurs Apr 25) | 20% |
| 4. Reviews of classmates' research proposals (due Thurs May 5) | 10% |

1. Participation: You are expected to attend at least 26 of the 28 class sessions, with points deducted for additional sessions missed or partly attended. It is expected that you will come to class having read **all** material thoroughly. **This will be a screen-free seminar, so please bring anything you'd like to refer to during class (readings, homeworks, notes) with you on paper.** Finally, when we view video presentations of experts in the field, you should take notes to facilitate subsequent discussion.

2. Homework and reading response assignments: Each week there will be brief assignments due, either a formal assignment or a reading response to an assigned article. For reading responses, students will choose one article from the readings to write a reaction paper on. Reading responses should be 1-2 pages and include: extracting the most important points or take-home message from the article; questions the reading generated or things that you disagreed with, or things that you'd like to raise for general discussion with other members of the seminar; a suggestion for improving the design or interpretation of the research; new terms or words that the reading introduced you to. **Please submit assignments to Blackboard by 10:00 am on the day they are due, (this way I can read through them before class); bring a hard copy to the class session to refer to.**

3. Research proposal: The research proposal allows you to explore a particular topic touched upon in the course in greater depth and to gain experience proposing research. It should be 8-12 pages in length (double-spaced, 12pt font) and written in APA style, corresponding to the general format of a research proposal, including: specific aims, background and significance, research design and methods, implications, and literature cited.

4. Review of classmates' research proposals: Course members will conduct brief, anonymous, written reviews of other course member's research proposals. During the last class meeting we will conduct a mock review panel meeting that simulates the procedures used in real review panel meetings. Proposals will be given "priority scores" and "funding decisions" will be made. Although I cannot offer you thousands of dollars to conduct your research, "handsome rewards" will be awarded to the top applicants.

Other important information:

To access Blackboard, go to <http://blackboard.stonybrook.edu> and log in using your [NetID and NetID password](#).

Americans with Disabilities Act:

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, ECC (Educational Communications Center) Building, room 128, (631) 632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Academic Integrity:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at <http://www.stonybrook.edu/uaa/academicjudiciary/>

Critical Incident Management:

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn. Faculty in the HSC Schools and the School of Medicine are required to follow their school-specific procedures.

Course Schedule and Readings:

1: Tues Jan 23: Introduction to the Course and to the Fields of Social and Health Psychology

Lecture 1: Introduction to the Fields of Social and Health Psychology

2: Thurs Jan 26: What is Health Psychology?

Readings

- Jordan, C. H., & Zanna, M. P. How to read a journal article in social psychology. First published in R. F. Baumeister (Ed.), *The Self in Social Psychology* (pp. 461-470). Philadelphia: Psychology Press.
- Klein, W. P., Shepperd, J. A., Suls, J., Rothman, A. J., & Croyle, R. T. (2015). Realizing the promise of social psychology in improving public health. *Personality and Social Psychology Review*, 19(1), 77-92. doi:10.1177/1088868314539852

Homework 1 due (10:00 am): Reading response Be prepared to give a 5-10 minute presentation on what you learned from the reading.

3: Tues Jan 31: How are Psychology and Behavior Relevant to Health and Health Care?

Readings

- King, A. (2014). Behavioral medicine in the 21st century: Transforming 'the road less traveled' into the 'American way of life.' *Annals of Behavioral Medicine*, 47, 71-78.
- Wilson, D. K. (2015). Behavior matters: The relevance, impact, and reach of behavioral medicine. *Annals of Behavioral Medicine*, 49(1), 40-48. doi:10.1007/s12160-014-9672-1

Homework 2 (due 10:00 am): Get to Know a Health Psychologist

Choose a health psychologist to profile from the list provided or from the list of APA Div 38 Fellows: <https://societyforhealthpsychology.org/wp-content/uploads/2016/09/FellowsList2016.pdf> and conduct some background research on them, perhaps by locating their department website and some of their papers, which you should read. Describe what their training was, what topics they focused on, and what their major contributions to the field are. You can even offer some critique if you wish. Be prepared to give a 10-15 minute presentation, formal or informal, on that figure.

4. Thurs Feb 2 Using Psychological Theory and Insights to Change Behavior

Readings

- Prestwich, A., Sniehotta, F. F., Whittington, C., Dombrowski, S. U., Rogers, L., & Michie, S. (2014). Does theory influence the effectiveness of health behavior interventions? Meta-analysis. *Health Psychology*, 33, 465-474.
- National Cancer Institute (2015). Theory at a glance: A guide for health promotion practice. NIH Publication No. 05-3896

Homework 3 (due 10:00 am): Get to know a Health Behavior Change Theory

Choose a health behavior change theory from the list posted on Blackboard. Describe the theory, referring to Theory at a Glance, and other materials that you locate yourself. Find an example of a health psychology/behavioral medicine intervention that used the theory as its foundation. Comment on how well you believe they used the theory and critique the intervention. Be prepared to give a 10-15 minute presentation, formal or informal, sharing what you've learned with the other members of the class.

5. Tues Feb 7: Medical Decision Making

Lecture 2: Mental Models of Health and Illness (download and print slides)

Readings

- Arkes, H. R. (2013). The consequences of the hindsight bias in medical decision making. *Current Directions in Psychological Science, 22*, 356-360.
- Reyna, V. F., Nelson, W. L., Han, P. K., & Dieckmann, N. F. (2009). How numeracy influences risk comprehension and medical decision making. *Psychological Bulletin, 135*(6), 943-973. doi:10.1037/a0017327

Homework 4 Medical Decisions (due 10:00 am): Identify a particular medical decision and think about the ways that psychological insights may be relevant. How might individuals prepare themselves to make a sound decision and how might practitioners best assist their patients in making sound decisions? Are there already decision aids in the literature that have been tested, and how have they fared? Provide a critique. Be prepared to give a 10-15 minute presentation, formal or informal, on what you have learned.

6. Thurs Feb 9 Health Beliefs and Health Behavior I

Lecture 3: Health Beliefs and Health Behavior (download and print slides)

Readings

- Crichon, F., Dodd, G. Schmid, G., Gamble, G., & Petrie, K. J. (2014). Can expectations produce symptoms from infrasound associated with wind turbines? *Health Psychology, 33*, 360-364.
- Michie, S., & Prestwich, A. (2010). Are interventions theory-based? Development of a theory coding scheme. *Health Psychology, 29*, 1-8.

Homework 5 (due 10:00 am): Reading response Be prepared to give a 5-10 minute presentation on what you learned from the reading.

Debate 1: Pro or con: "There is nothing so practical as a good theory."

7. Tues Feb 14: Health Beliefs and Health Behavior II

- Kurdyak, P., Newman, A., & Segal, Z. (2014). Impact of mindfulness-based cognitive therapy on health care utilization: A population-based controlled comparison. *Journal of Psychosomatic Research, 77*, 85-89.
- Howell, J. L., & Shepperd, J. A. (2012). Reducing information avoidance through affirmation. *Psychological Science, 23*(2), 141-145.
doi:10.1177/0956797611424164

Debate 2: Pro or con: Discussing sex and AIDS with young children is harmful.

Video Presentation and Discussion

Please Talk to Your Kids about AIDS

Directed by Brian Hennessey, 26 minutes

Homework 6 (due 10:00 am): Reading response Be prepared to give a 5-10 minute presentation on what you learned from the reading.

8. Thurs Feb 16: Health Information Processing

Lecture 4: Health Information Processing (download and print slides)

Readings

- Ditto, P. H., Munro, G. D., Apanovitch, A. M., Scepansky, J. A., & Lockhart, L. K. (2003). Spontaneous skepticism: The interplay of motivation and expectation in responses to favorable and unfavorable medical diagnoses. *Personality and Social Psychology Bulletin, 29*(9), 1120-1132. doi:10.1177/0146167203254536
- Israel, S., Moffitt, T. E., Belsky, D. W., Hancox, R. J., Poulton, R., Roberts, B., Thomson, W. M., & Caspi, A. (2014). Translating personality psychology to help personalize preventive medicine for young adult patients. *Journal of Personality and Social Psychology, 106*, 484-498.

(Virtual) Guest Presentation and Discussion

Daniel Kahneman, Ph.D., 2002 Nobel Laureate in Economics, Princeton University
The Marvels and Illusions of Intuitive Thinking

Homework 7 (due 10:00 am): Reading response Be prepared to give a 5-10 minute presentation on what you learned from the reading.

Debate 3: Pro or con: Downward social comparisons are useful and mentally healthy.

9. Tues Feb 21: Social Influence and Health and Illness

Lecture 5: Social Support and Health and Illness (download and print slides)

Readings

- 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), 1169-1183. doi:10.1037/0022-3514.49.5.1169
- House, J. S., Landis, K. R., & Umberson, D. (1988). Social relationships and health. *Science*, 241(4865), 540-545. doi:10.1126/science.3399889
- Cohen, S. (1988). Psychosocial models of the role of social support in the etiology of physical disease. *Health Psychology*, 7(3), 269-297. doi:10.1037/0278-6133.7.3.269

Homework 8 (due 10:00 am) Evaluate a Public Health Message or Campaign or App Identify a public health message (e.g., “Just say No”) or campaign (e.g., Breast Cancer Awareness Month) that you encounter in your daily life (i.e., on a billboard, on TV, in pamphlets, etc) or app. Evaluate its content and form from both a theoretical and a subjective point of view. What aspects do you commend? What aspects would you change? Be prepared to give a 10-15 minute presentation, formal or informal, on what you have learned.

Video Presentation

Scientific Studies: Last Week Tonight with John Oliver

10. Thurs Feb 23: Social Support and Health and Illness

Readings

- Davison, K. P., Pennebaker, J. W., & Dickerson, S. S. (2000). Who talks? The social psychology of illness support groups. *American Psychologist*, 55, 205-217.
- Liang, J., & Krause, N. M., & Bennett, J. M. (2001). Social exchange and well being: Is giving better than receiving? *Psychology and Aging*, 16, 511-523.
- Oh, H. J. Lauckner, C., Boehmer, J., Fewins-Bliss, R., Kang Li, K. (2013). Facebooking for health: An examination into the solicitation and effects of health-related social support on social networking sites

Debate 4: Pro or con: Talking something out can help you cope with it.

Homework 9 (due 10:00 am): Report on a Health Psychology Finding in the News Find a popular news report on a health psychology based study. Look up the original study and critique how well or how poorly the news report characterized the findings. Be prepared to give a 10-15 minute presentation, formal or informal, on what you have learned.

11. Tues Feb 28: Social Relationships and Health and Illness I

Readings

- Hamrick, N., & Cohen, S. (2002). Being popular can be healthy or unhealthy: Stress, social network diversity, and incidence of upper respiratory infection. *Health Psychology, 21*, 294-298.

Netting, F. E., Wilson, C. C., Goodie, J. L., Stephens, M. B., Byers, C. G., Olsen, C. H. (2013). Attachment, social support, and perceived mental health of adult dog walkers: What does age have to do with it? *Journal of Sociology and Social Welfare, 40*, 261-283.

- Holt-Lunstad, J., Uchino, B. N., Smith, T. W., Olson-Cerny, C., & Nealey-Moore, J. B. (2003). Social relationships and ambulatory blood pressure: Structural and qualitative predictors of cardiovascular function during everyday social interactions. *Health Psychology, 22*, 388-397.

Debate 5: Pro or con: Having friends is beneficial to your health.

Homework 10 (due 10:00 am): Reading response Be prepared to give a 5-10 minute presentation on what you learned from the reading.

12. Thurs Mar 2: Social Relationships and Health and Illness II

(Virtual) Guest Presenter and Discussion

John Caccioppo, The University of Chicago
Social Isolation and Health

Debate 6: Pro or con: being married is beneficial to health.

No Homework due!

13. Tues Mar 7: Changing Behavior I

Readings

- Silverman, K., Jarvis, B. P., Jessel, J., & Lopez, A. A. (2016). Incentives and motivation. *Translational Issues in Psychological Science, 2*(2), 97-100. doi:10.1037/tps0000073
- Mantzari, E., Vogt, F., & Marteau, T. M. (2015). Financial incentives for increasing uptake of HPV vaccinations: A randomized controlled trial. *Health Psychology, 34*(2), 160-171. doi:10.1037/hea0000088

Homework 11: Finding an Example of a Theoretically-based Health Behavior Change Intervention (due 10:00 am) Find an example of a theoretically-based health behavior change intervention in the literature. Describe the intervention and how it mapped on to the theoretical perspective it was based upon. What influence do you think

the theoretical model had on the effectiveness (or the lack of effectiveness) of the intervention? Be prepared to give a 10-15 minute presentation, formal or informal, on what you have learned.

14. Thurs Mar 9: Changing Behavior II

- Sheeran, P., Gollwitzer, P. M., & Bargh, J. A. (2013). Nonconscious processes and health. *Health Psychology, 32*(5), 460-473. doi:10.1037/a0029203
- Rothman, A. J., Bartels, R. D., Wlaschin, J., & Salovey, P. (2006). The strategic use of gain- and loss-framed messages to promote healthy behavior: How theory can inform practice. *Journal of Communication, 56*(Suppl 1), S202-S220. doi:10.1111/j.1460-2466.2006.00290.x

Homework 12 (due 10:00 am): Get to Know a Health Psychologist II

Choose another health psychologist to profile from the list provided or from the list of APA Div 38 Fellows: <https://societyforhealthpsychology.org/wp-content/uploads/2016/09/FellowsList2016.pdf> and conduct some background research on them, perhaps by locating their department website and some of their papers, which you should read. Describe what their training was, what topics they focused on, and what their major contributions to the field are. You can even offer some critique if you wish. Be prepared to give a 10-15 minute presentation, formal or informal, on that figure.

****SPRING RECESS** No classes Tues Mar 14 and Tues Mar 16**

15. Tues Mar 21: Personality, Individual Variables, and Health

Readings

(Real) Guest Presentation and Discussion

Marci Lobel, Ph.D.

Stress, Coping, and their Impact on Pregnancy

- Rosenthal, L., & Lobel, M. (2011). Explaining racial disparities in adverse birth outcomes: Unique sources of stress for Black American women. *Social Science & Medicine, 72*, 977-983.
- DeLuca, R. S., & Lobel, M. (2014). Diminished control and unmet expectations: Testing a model of adjustment to unplanned cesarean delivery. *Analyses of Social Issues and Public Policy, 00*, 1-22.

Homework 13 (due 10:00 am): Reading response Write down some questions prompted by the readings that you can ask Dr. Lobel. Be prepared to ask our presenter intelligent questions about her work.

16. Thurs Mar 23: Personality, Individual Variables, and Health

Readings

- Westmaas, J. L., Wild, T. C., & Ferrence, R. (2002). Effects of gender in social control of smoking cessation. *Health Psychology, 21*, 368-376.
- Cohen, S., Alper, C. M., Doyle, W. J., Adler, N., Treanor, J. J., & Turner, R. B. (2008). Objective and subjective socioeconomic status and susceptibility to the common cold. *Health Psychology, 27*, 268-274.
- Smith, T. W. (1992). Hostility and health: Current status of a psychosomatic hypothesis. *Health Psychology, 11*(3), 139-150. doi:10.1037/0278-6133.11.3.139

(Virtual) Guest Presenters and Discussion

Miguel Munoz-Laboy, Brian M. Rivers, Scott Rhodes, Terrence Afer-Anderson
Men's Health Disparities: A Complex Conundrum (64 minutes)

No Homework due!

17: Tues Mar 28: Thoughts, Mind, and Health I

Readings

- Pennebaker, J. W. (1997). Writing about emotional experiences as a therapeutic process. *Psychological Science, 8*(3), 162-166. doi:10.1111/j.1467-9280.1997.tb00403.x
- Scheier, M. F., Matthews, K. A., Owens, J. F., Magovern, G. J., Lefebvre, R. C., Abbott, R. A., & Carver, C. S. (1989). Dispositional optimism and recovery from coronary artery bypass surgery: The beneficial effects on physical and psychological well-being. *Journal of Personality and Social Psychology, 57*(6), 1024-1040. doi:10.1037/0022-3514.57.6.1024
- Emmons, R. A., & McCullough, M. E. (2003). Counting blessings versus burdens: An experimental investigation of gratitude and subjective well-being in daily life. *Journal of Personality and Social Psychology, 84*, 377-389.
- Maddi, S. (2002). The story of hardiness: Twenty years of theorizing, research, and practice. *Consulting Psychology Journal: Practice and Research, 54*, 175-185.

Homework 14 (due 10:00 am): Reading response Be prepared to give a 5-10 minute presentation on what you learned from the reading.

18. Thurs Mar 30 Thoughts, Mind, and Health II

(Virtual) Guest Presenter

Bruce S. McEwen, Ph.D., Rockefeller University
From Molecules to Mind: Stress, Individual Differences and the Social Environment

Homework 15 (due at midnight) Hand in Video Guide after viewing the presentation.

19. Tues Apr 4 : Feelings about the Self and Health II

Readings

- Crocker, J., & Park, L. E. (2004). The costly pursuit of self-esteem. *Psychological Bulletin*, 130, 392-414.
- Ginis, K. A. M., Jung, M. E., & Gauvin, L. (2003). To see or not to see: Effects of exercising in mirrored environments on sedentary women's feeling states and self-efficacy. *Health Psychology*, 22, 354-361.
- Tucker, J. S., Elliot, M. N., & Klein, D. J. (2006). Social control of health behaviors: Associations with conscientiousness and neuroticism: *Personality and Social Psychology Bulletin*, 32, 1143-1152.

Debate 7: Pro or con: How people think and reason are more potent than structural factors (such as access to health insurance, taxes on alcohol and tobacco, and opportunities for physical activity) in determining their health related behaviors.

Homework 16 (due 10:00 am): Reading response Be prepared to give a 5-10 minute presentation on what you learned from the reading.

20. Thurs Apr 6: Feelings about the Self and Health II

- Symister, P., & Friend, R. (2003). The influence of social support and problematic support on optimism and depression in chronic illness: A prospective study evaluating self-esteem as a mediator. *Health Psychology*, 22, 123-129.
- Taylor, S. E. (2003). Are self-enhancing cognitions associated with healthy or unhealthy biological profiles? *Journal of Personality and Social Psychology*, 85, 605-615.

Homework 17 (due 10:00 am) Writing a Science Times-type News Report Write a Science Times-type news report about a health-psychology based article. Make it as engaging and accessible as possible but be accurate. Bring hard copies to share with your classmates, as an award will be given to the best piece, by popular vote. Be prepared to give a 10-15 minute presentation on your article.

21: Tues Apr 11: Intellectual and Occupational Influences on Health

Readings

- Deary, I. J., Weiss, A., & Batty, D. G. (2010). Intelligence and personality as predictors of illness and death: How researchers in differential psychology and chronic disease epidemiology are collaborating to understand and address health inequalities. *Psychological Science in the Public Interest*, 11, 53-79.
- Ettner, S. L., & Grzywacz, J. G. (2001). Workers' perceptions of how jobs affect health: A social ecological perspective. *Journal of Occupational Health Psychology*, 6, 101-113.
- Gottfredson, L., S. & Deary, I. J. (2004). Intelligence predicts health and longevity, but why? *Current Directions in Psychological Science*, 13, 1-4.

Debate 8: Pro or con: The factors affecting individuals' health may be beyond the reach of behavioral or social scientists.

Homework 18 due (10:00 am): Reading Response Be prepared to give a 5-10 minute presentation on what you learned from the reading.

22. Thurs Apr 13: Socioeconomic Inequalities and Health Disparities I

(Virtual) Guest Presenter and Discussion

Amartya Sen, Ph.D.

Conflicting Principles in Health Education

- Clarke, A. R., Goddu, A. P., Nocon, R. S., Stock, N. W., Chyr, L. C., Akuoko, J. A. S., & Chin, M. H. (2013). Thirty years of disparities intervention research: What are we doing to close racial and ethnic gaps in health care? *Medical Care*, 51, 1020–1026.

No homework due!

23. Tues Apr 18: Socioeconomic Inequalities and Health Disparities II

Video Presentation and Discussion

Unnatural Causes

PBS 7-part documentary (we'll watch excerpts)

No homework due!

24. Thurs April 20: Genetic and Neuroscientific Contributors to Health

Readings

- Slavich, G. M., & Cole, S. W. (2013). The emerging field of human social genomics. *Clinical Psychological Science, 1*, 331-338.
- Muscatell, K. A., & Eisenberger, N. I. (2012). A social neuroscience perspective on stress and health. *Social and Personality Psychology Compass, 6*, 890-904.

(Virtual) Guest Presenter

Steve Cole

The Social Regulation of Gene Expression

Debate 9: Pro or con: Individuals willing to assume the personal risk of engaging in unhealthy practices should be allowed to do so.

No homework due!

25. Tues Apr 25: The Grant Review Process

- NIH Review Scoring System and Procedure

Video Presentations

NIH Tips for Applicants (5 minutes)

Inside the NIH Peer Review Revealed (15 minutes)

Homework (due 10:00 am) Research Proposals

26. Thurs Apr 27: The Sociocultural Environment and Health

Readings

- Gofrey, J. R., & Brownell, K. (2008). Toward optimal health: The influence of the environment on obesity. *Journal of Women's Health*, 17, 325-330.
- Christakis, N. A., & Fowler, J. H. (2007). The spread of obesity in a large social network over 32 Years. *New England Journal of Medicine*, 357, 370-379.

Homework (due 10:00 am): Reading Response Be prepared to give a 5-10 minute presentation on what you learned from the reading.

Debate 10: Pro or con: Raising taxes to reduce unhealthy behavior is a sound idea.

(Virtual) Guest Presenter and Discussion

Nicholas A. Christakis, MD, PhD, MPH, Harvard Medical School
Person-to-Person Spread of Health Behaviors in a Large Social Network

27. Tues May 2: The Material Environment and Health

Documentary Presentation

A Place at the Table (84 minutes)

(No readings or homework due!)

28. Thurs May 4: Review of Research Proposals

Thursday (due 10:00 am) Review of classmate's research proposal

Mock review session: Panel discussion of reviews of class members' grant proposals and "funding" decisions, and presentation of "handsome rewards" to top applicants.