



Boston University Study Abroad London

Boston University Study Abroad London Health and Wellness through the Lifespan SAR HP 522 (*Elective B*) Spring 2013

Instructor Information

A. Names Professors Stephen Clift and Claudia Hammond

Course Objectives

This course aims to explore concepts of health and wellbeing and to examine important social, cultural and psychological factors impacting on health and wellbeing across the lifespan. Particular attention will be given to issues and research relating to the UK but discussion will be set within a wider global and European context. A theme running through the course will be the value of engagement in creative arts activities for wellbeing and health. Efforts will also be made to link reading and discussion within the course, to students' on-going experiences in their internship placements.

Assessment

There are two aspects to the assessment of this course:

A two-hour exam (50%) and a paper of 2,000 words (50%) based on the issues addressed during the course **Deadline: 5pm, Monday 22 April to the Student Affairs Office**. The title of the paper should be discussed and agreed with the course tutor.

The Examination

Section 1 of the examination will involve discussion of an individual case study drawing on the conceptual frameworks outlined in key texts on the lifespan perspective on health and wellness.

Section 2 will involve answering one question, from a choice of questions related to the issues covered on the course and the activities undertaken.

Grading

Please refer to the Academic Handbook for detailed grading criteria, attendance requirements and policies on plagiarism: <http://www.bu.edu/london/current-semester>

Attendance Policy

Classes

All Boston University London Programme students are expected to attend each and every class session, tutorial, and field trip in order to fulfill the required course contact hours and receive course

credit. Any student that has been absent from two class sessions (whether authorised or unauthorised) will need to meet with the Directors to discuss their continued participation on the programme.

Authorised Absence:

Students who expect to be absent from any class should notify a member of Academic Affairs and complete an Authorized Absence Approval Form 10 working days in advance of the class date (except in the case of absence due to illness, for which students should submit the Authorised Absence Approval Form with the required doctor's note as soon as possible). **Please note: Submitting an Authorised Absence Approval Form does not guarantee an authorised absence**

Students may apply for an authorised absence only under the following circumstances:

- Illness, supported by a local London doctor's note (submitted with Authorised Absence Approval Form).
- Important placement event that clashes with a class (verified by internship supervisor)
- Special circumstances which have been approved by the Directors (see note below).

The Directors will only in the most extreme cases (for example, death in close family) allow students to leave the programme early or for a significant break.

Unauthorised Absence:

Any student to miss a class due to an unauthorised absence will receive a **4% grade penalty** to their final grade for the course whose class was missed. This grade penalty will be applied by the Academic Affairs office to the final grade at the end of the course. As stated above, any student that has missed two classes will need to meet with the Directors to discuss their participation on the programme as excessive absences may result in a 'Fail' in the class and therefore expulsion from the programme.

Lateness

Students arriving more than 15 minutes after the posted class start time will be marked as late. Any student with irregular class attendance (more than two late arrivals to class) will require a meeting with the Assistant Director of Academic Affairs and if the lateness continues, may have his/her final grade penalised.

Course Outline
Session 1
Monday
25 February

Introduction to the course: Health and wellness across the lifespan

Stephen Clift

Creative arts as a resource for wellbeing and health

The course will begin with an interactive workshop exploring concepts of health and creative arts and the links between the two! We will investigate Carol Ryff's six dimensional model of positive health through expressive movement.

Singing and Health

I am currently engaged in a programme of research on singing, wellbeing and health. I will lead a vocal workshop followed by a presentation on some of the research and community development work I am engaged in.

Preparation for next week

You will be asked to read the following articles which provide an excellent introduction to concepts of wellbeing and health, and a life course perspective, for discussion next week.

Halfon and Hochstein, (2002)

Ryff, Singer and Love, (2004)

Topical health issue.

Each week we will note a newsworthy story relating to health and wellbeing. At the time of writing this course outline, two major health stories were in the news: Child Poverty and the national Obesity problem

End Child Poverty

<http://www.endchildpoverty.org.uk/why-end-child-poverty/poverty-in-your-area>

BBC report

<http://news.bbc.co.uk/1/hi/uk/7642689.stm>

Academy of Medical Royal Colleges report on Obesity

http://www.aomrc.org.uk/publications/reports-a-guidance/doc_details/9670-measuring-up.html

BBC report

<http://www.bbc.co.uk/news/health-21478314>

Session 2
Monday
4 March

Concepts of health and wellness across the lifespan

Stephen Clift

We will discuss the ideas presented in Halfon and Hochstein (2002) and Ryff, Singer and Love (2004) and undertake an exercise to create questions from these two texts which could be included with the examination for the course.

What is happening to the Health Service in England?

We will also consider the recent changes which have taken place in the structure of the National Health Service in England and in particular the movement of Public Health functions from the NHS to Local Government. Later in the course will be have a visit from a Public Health Information Analyst working in the

Borough of Lambeth, and we may be able to visit Lambeth to meet members of the Public Health team and gain greater insights into the new arrangements.

Reading aloud group experiment

There is increasing interest in the UK in the benefits associated with reading aloud in groups. The Reader Organisation has taken the lead with this work and created a large network of reading aloud groups in many different community, healthcare and prison settings. For details see: <http://thereader.org.uk/>

We will explore the experience of reading aloud in a group by reading Henry's Demons together. This is a remarkable memoir written by father and son, Patrick and Henry Coburn, describing Henry's experience of a severe psychotic illness and his slow and difficult process of recovery.

Session 3
Monday
11 March

Social and health inequalities – globally, across Europe and in the UK Stephen Clift

This session will consider the role of the World Health Organisation in relation to monitoring, protecting and promoting global health. We will also examine the findings from the WHO Social Determinants of Health report 'Closing the Gap in a Generation' and the current work of the Marmot group in 'The Health Divide in Europe'

A major preoccupation of health policy in the UK over the last 15 years has been 'health inequalities'. We will consider the key contributions to the debate about health inequalities in the UK and the contribution of Sir Michael Marmot.

Look at the website of Sir Michael Marmot's Centre before the session and learn about the work of the 'Strategic Review of Health Inequalities post 2010': <http://www.marmotreview.org/> Download the executive summary of his latest report to read.

Preparations for group presentations later in the course.

Members of the group will be asked to work in pairs and choose a particular topic to research and prepare a 30 minute presentation for session 8. I would like the presentations to give some attention to the possible role of the creative arts in relation to the health issue focused on.

Possible topics:

Obesity
Mental health
Dependencies and addiction
Sexual health
Dementia and Alzheimer's
Homelessness and health
Child poverty

Reading aloud continued – Henry's Demons

Session 4
Monday
18 March

Further discussion of concepts of health and wellness across the lifespan
Claudia Hammond

Reading:

Halfon and Hochstein, (2002)
Ryff, Singer and Love, (2004)
Ben-Schlomo and Kuh (2002)
Kuh, Ben-Schlomo, Lynch et al. (2003)

This session will be an opportunity for further discussion on the basic concepts and perspectives on wellbeing and life course health development, and apply them to a particular case history – the experiences of Sarah Graham and her problems with drug misuse. Sarah's account of her life and guidance on how to approach reading her account will be given in advance.

Session 5
Monday
25 March

Dependencies – smoking, alcohol and drugs – a major public health challenge

Visiting speaker – to be confirmed

In a recent Guardian debate on Public Health, Panel member Dr Kevin Fenton, director of health improvement and population health at Public Health England (PHE) – declared that: "Public Health England are thinking about taking the health inequalities agenda to a new level. We will be an exciting, energised voice for public health in England.' PHE will be an executive agency of the Department of Health, but also independent of it. "Our goal will be to ensure that we are making real progress on the real drivers of death, disease and disability by focusing on the structural and economic determinants of health," Fenton added. He told the audience that PHE will tackle the "causes" of the causes – the reasons why poorer people are more likely to develop a range of serious illnesses and die earlier than their richer neighbours. Fenton cited tobacco and smoking cessation, alcohol and drug use, and mental health and wellbeing as three of the agency's initial priorities.

<http://www.guardian.co.uk/healthcare-network/2013/feb/20/public-health-dialogue-policy>

In this session we will be looking at the issue of dependencies and current national policy, strategy and treatment options.

Important sources of information on drugs:

Advisory Committee on the Misuse of Drugs
<http://www.homeoffice.gov.uk/agencies-public-bodies/acmd/>

Talk to Frank
<http://www.talktofrank.com/?&gclid=CJbGxriYyLUCFc3HtAod9wQAUG>

Monday
1 April

EASTER MONDAY – NO SESSION

Session 6
Monday
8 April

The Fetal Hypothesis – the work of David Barker
Stephen Clift

This session will examine the work of David Barker, which highlights the profound significance of our experiences in the womb before birth for health and wellbeing across the lifespan.

Before the session, visit David Barker's website and familiarise yourself with the claims made by the 'Barker Theory': <http://www.thebarkerttheory.org/>

Reading

Barker (2003)

Barker (2005)

Preparations for group presentations later in the course.

Members of the group will be asked to work in pairs and choose a particular topic to research and prepare a 30 minute presentation for session 8. I would like the presentations to give some attention to the possible role of the creative arts in relation to the health issue focused on.

Possible topics:

Obesity

Mental health

Dependencies and addiction

Sexual health

Dementia and Alzheimer's

Homelessness and health

Child poverty

Reading aloud – Henry's Demons

Session 7
Monday
15 April

Middle Age and the psychology of time

Claudia Hammond

This session will focus on the work on middle age by Michael Marmot and will also look at the ways in which our perception of time passing can influence wellbeing in middle age. People often remark that time appears to speed up as they get older. Before the session please read this classic British paper on the topic:

Crawley, S.E. & Pring, L. (2000) [When did Mrs Thatcher resign? The effects of ageing on the dating of public events](#). *Memory* 8 (2), 111-21. (This paper is available through the eJournals section of the Boston Library website).

Reading: Hammond, C. (2012) *Time Warped*

See: <http://www.claudiahammond.com/>

For Claudia talking about her book on the psychology of time see:
<http://www.youtube.com/watch?v=QDyLN6Ze5k0>

Session 8
Tuesday
16 April

Group Presentations
Stephen Clift

Members of the group will be asked to work in pairs and choose a particular topic to research and prepare a 30 minute presentation for this session I would like the presentations to give some attention to the possible role of the creative arts in relation to the health issue focused on.

Possible topics:

Obesity
Mental health
Dependencies and addiction
Sexual health
Dementia and Alzheimer's
Homelessness and health
Child poverty

Reading aloud – Henry's Demons

Session 9
Monday
22 April

Session to be arranged – maybe a visit or a visiting speaker
Stephen Clift

Session to be arranged

Exam
Thursday
25 April

Final Examination

Exam times and locations will be posted on the BU London website and in the Student Newsletter two weeks before exam dates.

* **Contingency Class Date: Wednesday 24th April.** Students are obligated to keep this date free to attend class should any class dates need to be rescheduled.

Students must check their email and the weekly Student Newsletter for field trip updates and reminders.

Readings

Course reading will be provided on CD or will be readily available in the library.

Additional readings may be posted on the course webpage: <https://lms.bu.edu> (you must be logged in to view materials).

Health and Wellbeing across the Lifespan – Concepts, Theories and Methods

Ben-Schlomo, Y and Kuh, D. (2002) A life course approach to chronic disease epidemiology: conceptual models, empirical challenges and interdisciplinary perspectives. International Journal of Epidemiology, 32, 285-293.

Donovan, N. and Halpern, D. (2002) Life Satisfaction: The State of Knowledge and Implications for Government. London: Strategy Unit.

Halfon, N and Hochstein, M. (2002) Life course health development: an integrated framework for developing health, policy and research, The Millbank Quarterly, 80, 3, 433-

Hird, S (2003) What is Wellbeing? A Brief Review of Current Literature and Concepts. Edinburgh: NHS Scotland.

Kuh, D., Ben-Schlomo, Y., Lynch, J., Hallqvist, J. and Power, C. (2003) Lifespan epidemiology – a glossary. Journal of Epidemiology and Community Health, 57, 778-783.

Reeves, R. (2003) The Politics of Happiness, London: New Economics Foundation.

Ryan, R.M. and Deci, E.L. (2001) On happiness and human potentials: a review of research on hedonic and eudaimonic well-being, Annual Review of Psychology, 52, 141-166.

Ryff, C., Singer, B. and Love, G.D. (2004) Positive health: connecting well-being with biology. Philosophical Transactions of the Royal Society London B, 359, 1383-1394.