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. 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 takeaway exam (2000 words) based on the content of the course (50%) and a group presentation plus of an individual reflective account of 1,000 words (50%)

Coursework due 5pm Monday 26 April by email to Stephen Clift. This will be based on group presentations given on the last day of the course.

Exam will be received by email on Monday 26 April at 9am. Script to be sent by email to Stephen Clift by 5pm that day.

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 lifespan perspectives on health and wellness.

Section 2 will involve answering a question based on course content, including a critical analysis of one research paper read during the course, and reflections on the various visits and visiting speakers involved in the course.
Grading
Please refer to the Academic Handbook for detailed grading criteria and policies on plagiarism: http://www.bu.edu/london/current-semester

* Final Grades are subject to deductions by the Academic Affairs Office due to unauthorised absences.

ATTENDANCE POLICIES

Important note for students on the Internship Programme:

The rules governing Internship Programme students’ UK visas are strict and require, as a condition of the student’s presence in the United Kingdom, that the student participates fully in all classes and in the placement. If a student does not attend classes or his/her placement as required the student will be considered to be in breach of the visa and can be deported. As the sponsor of our students’ visas, Boston University has the legal obligation to ensure that each student complies with visa requirements.

For that reason Boston University London Programmes requires full attendance in classes and placements. Any student who does not comply with this policy may be sent home from the program at the discretion of the programme directors, and will result in a forfeit of credit and program costs for part or all of the semester.

Classes
All Boston University London Programme students are expected to attend each and every class session, seminar, 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 more than one day. In this situation students should submit the Authorised Absence Approval Form with the required doctor’s note as soon as possible). The Authorised Absence Approval Request Form is available from: http://www.bu.edu/london/current-semester/

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 (first day of sickness): If a student is too ill to attend class, the student must phone the BU London Student Affairs Office (who will in turn contact the student’s lecturer).
- Illness (multiple days): If a student is missing more than one class day due to illness, the student must call into to the BU London Student Affairs Office each day the student is ill. Students must also provide the Student Affairs office with a completed Authorised Absence Approval Form and a sick note from a local doctor excusing their absence from class.
- 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 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.

Religious Holidays

Boston University’s Office of the University Registrar states:

‘The University, in scheduling classes on religious holidays and observances, intends that students observing those traditions be given ample opportunity to make up work. Faculty members who wish to observe religious holidays will arrange for another faculty member to meet their classes or for cancelled classes to be rescheduled.’

Special Accommodations
Each student will need to contact the Office of Disability Services to request accommodations for the semester they are abroad. Students are advised by BU-ODS not to expect the same accommodations as they receive on campus.

BU London can only uphold special accommodations if we have received the appropriate documentation from the BU-ODS. We cannot accept letters from other universities/centres.

All disabilities need to be known to the ODS in Boston if they are to be used as a reason for requiring a change in conditions, i.e. reduced internship hours or special accommodations for the internship schedule.

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 be required to meet with the Associate Director for Academic Affairs and if the lateness continues, may have his/her final grade penalised.
<table>
<thead>
<tr>
<th>Session 1</th>
<th>Concepts of health and wellbeing</th>
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<tbody>
<tr>
<td>Monday 26 February</td>
<td>Stephen Clift</td>
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<tr>
<td></td>
<td>We will begin by discussing the concept of health contained in the preamble of the constitution of the World Health Organisation (1946)</td>
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<td><a href="http://www.who.int/about/definition/en/print.html">http://www.who.int/about/definition/en/print.html</a></td>
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<tr>
<td></td>
<td>This has not been revised in the constitution, but since 1946 has been a subject of repeated debate. The most recent example of such discussions can be found in:</td>
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<td>Huber et al. (2011) How should we define health? British Medical Journal (This paper will be provided in the session) We will consider some of the arguments they present.</td>
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<td>A fuller report on the conference leading to the BMJ paper can be found here: <a href="https://www.gezondheidsraad.nl/sites/default/files/bijlage%20A1004_1.pdf">https://www.gezondheidsraad.nl/sites/default/files/bijlage%20A1004_1.pdf</a></td>
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<td>Huber’s PhD thesis is also available! <a href="http://www.nvag.nl/afbeeldingen/2014/Thesis%20Machteld%20Huber.pdf">http://www.nvag.nl/afbeeldingen/2014/Thesis%20Machteld%20Huber.pdf</a></td>
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<tr>
<td></td>
<td>The Value of the Arts for Health and Wellbeing</td>
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<td>We will go on to consider the growth of interest in arts, health and wellbeing in the UK. We will focus on key landmarks in the development of this field and the findings from a recent two-year inquiry undertaken by the All Party Parliamentary Group on Arts, Health and Wellbeing on ‘Creative Health’.</td>
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<td>The full APPG report, summary, policy briefings, podcasts and videos can be accessed here: <a href="http://www.artshealthandwellbeing.org.uk/appg-inquiry/">http://www.artshealthandwellbeing.org.uk/appg-inquiry/</a></td>
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<td></td>
<td>Examples will be given of the value of creative arts participation in relation to mental health, respiratory illness and Parkinsons.</td>
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<td>Reference will be made to issues of measuring health and wellbeing in evaluating the effectiveness of creative arts interventions.</td>
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<td></td>
<td>Group presentations</td>
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<td>I will organise four groups to work on presentations in the penultimate session of the course. Time will be available for groups to have initial discussions to plan their presentations.</td>
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<tr>
<th>Session 2</th>
<th>Links between the mind and the body</th>
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<tr>
<td>Monday 5 March</td>
<td>Claudia Hammond</td>
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<td>This session will focus on a topic which recurs throughout the course – the links between the mind and the body.</td>
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</table>
Author and science writer Jo Marchant is the invited speaker for the first part of the session. Jo’s book The Cure which takes an evidence-based approach to the way our mental state can influence our physiology was a Finalist for the 2016 Royal Society Insight Investment Science Book Prize for which Claudia was a judge in 2017.

https://jomarchant.com/cure

The second part of the session will cover the link between perceptions of exercise, fitness and life expectancy, examining the different mechanisms affecting this link,

Please read the following article and be ready to critique it in class:


**Concepts of health and wellbeing continued**

Stephen Clift

Applying the ideas in Halfon and Hochstein (2002) and Ryff, Singer and Love (2004) to the account provided by Sarah Graham of her experiences of addiction.

For Sarah account see:


The exam paper for this course will include a questions related to these frameworks applied to Sarah’s case.

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2690118/


**Determinants of Health**

The second half of the session will outline a variety of perspectives on determinants of health and wellness across the lifespan, including:

The fetal hypothesis developed by David Barker
The Social Determinants of Health framework developed by Michael Marmot
The lifestyles/behavioural model researched by Peter Elwood
The crucial role of sleep for health evidenced in the work of Matthew Walker

In preparation for this session, please read the following article by Peter Elwood and make notes on its strengths and weaknesses:


For video coverage of the Caerphilly study see:

BBC news coverage: http://www.bbc.co.uk/news/uk-wales-29820916
Video on the Caerphilly Study: https://www.youtube.com/watch?v=U6Uj6K9MFKg

**Group presentations**

Time will be available to work on group presentations in the last hour of the session

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**Session 4**

**Monday**

**19 March**

**Visit to the Dragon Cafe**

Stephen Clift / Vivian Ellis

Today we will spend the afternoon at the Dragon Cafe in Borough. This is a social and creative space established to provide social support, engagement in meaningful and creative activity, and inexpensive nourishing food, for people experiencing challenges to their mental health:

http://dragoncafe.co.uk/

For an account of the development of this project see:

http://dragoncafe.co.uk/video/

We will meet Vivien Ellis who runs a singing for wellbeing group there, and we will have the opportunity to join the group, meet the members and sing!

During the afternoon there will be the opportunity to engage in a variety of creative activities, and also relax with gentle exercise, meditation or a massage!

At the end of the afternoon we will have an opportunity to come together and reflect on what we have learned from our time in the cafe.

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**Session 5**

**Monday**

**26 March**

**Sexual diversity, health and wellbeing**

Stephen Clift

This session will look at the connections between sexual identity, health and wellbeing both historically and in contemporary Britain. We will examine the findings from a range of recent studies conducted by Stonewall, the UK’s leading
LGBTQ rights organisation, exploring the experiences and wellbeing of LGBTQ people across the lifespan and in contexts of schools, work and health and social care.

http://www.stonewall.org.uk/

Read the following paper before the session and think about its strengths and weaknesses:


**Clare Summerskill**

We will also have a visit from Clare Summerskill, a playwright, actor, stand-up comic, and LGBTQ activist. She will talk about a number of verbatim theatre projects concerned with the experiences of LGBTQ asylum seekers, and the challenges facing LGBTQ people as they grow older and more reliant on health and social services. She will sing some songs she has composed and lead us in a workshop.

http://www.claresummerskill.co.uk/

**Group presentations**

Time will be available to work on group presentations in the final hour of the session.

<table>
<thead>
<tr>
<th>Monday 2 April</th>
<th>EASTER MONDAY – NO CLASS</th>
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</table>
| Session 6 Monday 9 April |  **Migration, health and wellbeing**  
Stephen Clift  
This session will involve visit to two important centres in London which document the experience of inward migration to the United Kingdom:  
The Migration Museum Project: http://www.migrationmuseum.org/  
Black Cultural Archives: https://blackculturalarchives.org/  
We will be accompanied by Dr. Jonathan Barnes, Canterbury Christ Church University and AlexMvuka Ntang, author of *Not my worst day: A personal journey through violence in the Great Lakes region of Africa*.  
https://www.amazon.co.uk/Not-My-Worst-Day-personal/dp/0957555903 |
Loneliness and wellbeing

Claudia Hammond

This session will focus on loneliness through the lifespan and the impact it can have on mental and physical health, including an examination of evolutionary approaches to loneliness and its possible benefits.

In preparation please read this paper which you can find at the BU library website and be ready to discuss its strengths and limitations in class:


As part of her BBC radio show All in the Mind, Claudia has been working with psychologists from three British universities to develop what it is hoped will become the largest global survey on loneliness ever conducted. The research is funded by the Wellcome Trust in London, the UK’s largest private funder of medical research and has already received considerable media coverage.

You can listen to the launch show here:
https://www.bbc.co.uk/programmes/b09r6fvn

For more details of the survey see:
http://www.bbc.co.uk/programmes/articles/3MQ6z2vJGGtPFL71Ns3XPNB/take-part-in-the-bbc-loneliness-experiment

(Please do not take part in the experiment yet, because this will done as a part of the class on 5 March)

For Claudia’s article on myths about loneliness see:

Further reading:


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<tr>
<th>Session 8</th>
<th>Tuesday</th>
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<td>17 April</td>
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**Visit to the Muslim Cultural Centre, North Kensington**

Today we will visit the Muslim Cultural Heritage Centre in North Kensington. This centre is in Golborne, one the poorest districts in Kensington and Chelsea and the whole of London. We will have to opportunity to meet Intlak Alsaeigh, who has a lead role in promoting the wellbeing and welfare of women and families. We will host a light lunch for members of the local community so that we can meet them and hear about their lives and concerns. The Heritage Centre has been a key partner in the Go Golborne Project:


We will learn about this project and the contribution it is making to the local strategic plans to address health inequalities:

https://www.jsna.info/

The Centre is very close to the Grenfell Tower, the tower block that was consumed by a devastating fire in 2017, and it provided substantial support to the local community after the event. We will learn about the role they played and continue to play in supporting people traumatised by the fire.

For details of this event see:

https://www.theguardian.com/uk-news/grenfell-tower-fire

http://www.bbc.co.uk/news/uk-40301289

<table>
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<tr>
<th>Session 9</th>
<th>Monday</th>
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<tr>
<td>23 April</td>
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**Presentations on UK initiatives health and wellbeing**

Four groups will work together to develop a 20 minutes presentation on one of the following projects in this session:

- Institute of Health Equity, University College London
- Measuring national wellbeing, Office of National Statistics
- Measuring wellbeing in children, The Children’s Society
- What Works Wellbeing, work on sport and culture
- Action for Happiness
- Creative Health, Report of the APPG on Arts, Health and Wellbeing
- The Street Games Project, access to sport for young people

The presentation plus a 1,000 word personal account will count for 50% of the assessment.

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<tr>
<th>Session 10</th>
<th>Tuesday</th>
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<tr>
<td>24 April</td>
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**Visit to the Royal Society for Public Health**

A visit to the headquarters of the Royal Society for Public Health to meet with the Chief Executive Shirley Cramer and other senior figures in the Society. This session will introduce the work of the Society with a particular focus on recent reports and campaigns. We will also look at the work on the Society in the field
of Arts and Health and particularly focus on its recent report on the sleep as a public health issue.

Before the session, familiarise yourself with the work of the Society through it’s website: https://www.rsph.org.uk/

In addition, please read the RSPH report on Sleep and be prepared to ask questions and contribute to a discussion:


The key points we can raise is whether RSPH has been successful in taking forward the four calls to action they list on their site.

<table>
<thead>
<tr>
<th>Exam</th>
<th>Final Examination</th>
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<tr>
<td>Thursday 26 April</td>
<td>Take away exam. Paper will be sent to you by email at 9am for submission of answers by 5pm the same day.</td>
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</table>

**Contingency Class Date: Wednesday 25 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.