



Boston University Study Abroad London

**Boston University Study Abroad London
Health and Wellness through the Lifespan
SAR HP 522 (Elective B)
Fall 2016**

Instructor Information

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| A. Names | Professors Stephen Clift and Claudia Hammond |
| B. Day and Time | Mondays, 1.15-5.15pm |
| C. Location | Brompton, Harrington Gardens |
| D. Telephone | 07764 761 510 |
| E. Email | s.clift@btinternet.com and Claudia.hammond@bu-london.co.uk |
| F. Office hours | By appointment |

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 takeaway exam (50%) and a paper of 2,000 words (50%) based on the issues addressed during the course

Paper due **5pm Wednesday 14th December by email to Stephen Clift**. The title of the paper should be discussed and agreed with the course tutor.

Exam will be received by email on **Wednesday 14th December 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 the lifespan perspective on health and wellness.

Section 2 will involve answering a question based on course content, including the various visits 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.

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| <p>Session 1 Monday 17 October</p> | <p>Concepts of health and wellbeing</p> <p>Stephen Clift</p> <p>Details of this session have already been circulated.</p> <p>We will begin by discussing the concept of health contained in the preamble of the constitution of the World Health Organisation (1946)</p> <p>http://www.who.int/about/definition/en/print.html</p> <p>This has not been revised in the constitution, but since 1946 has been a subject of repeated debate.</p> <p>The most recent example of such discussions can be found in:</p> <p>Huber et al. (2011) How should we define health?</p> <p>We will consider some of the arguments they present.</p> <p>The WHO itself has undertaken important work to measure health as they understand it – and details can be found at:</p> <p>http://www.who.int/substance_abuse/research_tools/whoqolbref/en/ http://depts.washington.edu/seaqol/docs/WHOQOL_Info.pdf</p> <p>Current issues</p> <p>In each session of the course, some attention will be given to a current issues related to health and wellbeing. Today, we will consider the findings from a recent survey which shows growing problems with mental health in England.</p> <p>In advance of meeting today, I sent you the following to read and think about:</p> <p>http://www.independent.co.uk/voices/teenage-girls-depressed-stop-telling-them-they-are-victims-janet-street-porter-a7339156.html</p> <p><u>Please read this article and come prepared to share your views.</u> If you have chance, follow some of the leads to look at the recent reports referred to.</p> |
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Session 2
Monday 24
October

Money, rest and well-being

Claudia Hammond

This session will focus on two topics related to well-being in adulthood – money and rest. The links between well-being and wealth will be examined, critically assessing the Easterlin hypothesis and its recent detractors. An examination of the literature on spending and well-being, will address the question of how spending choices can influence well-being.

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

Dunn, E.W, Aknin, L.B. & Norton, M.I. (2008) Spending money on others promotes happiness. [Science](#). 319(5870), 1687-8.

Please note that as with all papers in the journal Science, in order to see the methods, you need to download an appendix as well, which you can find here:

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The second part of the session will examine the topic of rest and its relationship with well-being. Definitions of rest will be discussed, along with the results of the Rest Test, the world's largest survey on rest. It was conducted by a team including Claudia as part of Hubbub, who just completed a two year residency at the Wellcome Trust in London, the UK's largest private funder of medical research.

For details of Hubbub's research see: <http://hubbubresearch.org/>

The results have just been announced and attracted considerable media coverage. See for example: <http://www.bbc.co.uk/news/magazine-37444982>

Claudia has presented a BBC Radio series on rest called The Anatomy of Rest. There are three parts. Please choose which to listen to in preparation for discussion during the class.

<http://www.bbc.co.uk/programmes/b07w0s51/episodes/guide>

During this session we will also prepare for Wednesday evening's visit to the exhibition Rest and its Discontents and an event on the hubbub of news at Mile End Arts Pavilion in east London.

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| <p>Session 3 Wednesday 26 October</p> | <p>Rest and its Discontents Arts Pavilion, Mile End, East London</p> <p>Claudia Hammond</p> <p>On Wed October 26th we will meet at 6.45pm at Mile End Arts Pavilion for a special event I'm chairing on the hubbub of news and whether having constant access to news media is good or bad for our well-being. I've curated the event and will be chairing it and the people on the panel have such interesting things to say, that I've arranged with BU to take you there.</p> <p>Details of the Pavilion and how to get there:</p> <p>http://www.towerhamlets.gov.uk/lgnl/leisure_and_culture/parks_and_open_space/s/mile_end_park/the_art_pavilion,_mile_end/the_art_pavilion,_mile_end.aspx</p> |
| <p>Session 4 Monday 31 October</p> | <p>Concepts of health and wellbeing across the lifespan</p> <p>Stephen Clift</p> <p>We will continue the discussion of concepts of health and wellbeing by introducing a lifecourse perspective. For this session read the papers by Halfon and Hochstein (2002) and Ryff, Singer and Love (2004).</p> <p>Please make notes on both papers highlighting what you feel are the central concepts employed in their analysis.</p> <p>We will apply their ideas in a discussion of the account provided by Sarah Graham of her experience of drug addiction, and a recent account by Kiran Aldridge on the use of ecstasy is coping with grief.</p> <p>For Sarah account see: http://www.independent.co.uk/life-style/health-and-families/health-news/from-groucho-club-to-rehab-one-womans-battle-to-beat-cocaine-addiction-468765.html</p> <p>For Kiran's account see: https://www.theguardian.com/lifeandstyle/2015/oct/10/a-dirty-secret-called-grief</p> |
| <p>Monday 7 November</p> | <p>No session today</p> <p>During this week please arrange to visit the Bedlam Exhibition at the Welcome Collection – we will discuss in class.</p> |
| <p>Session 5 Monday 14 November</p> | <p>Social and health inequalities</p> <p>Stephen Clift</p> <p>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.</p> <p>See: http://www.instituteofhealthequity.org/</p> |

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| | <p>Before the session look at the website of Sir Michael Marmot's Centre learn more about the work of the 'Strategic Review of Health Inequalities post 2010':</p> <p>http://www.marmotreview.org/</p> <p>Heath inequalities in Kensington and Chelsea</p> <p>As a local application of Marmot's perspective we will look at the Joint Strategic Needs Assessment for Kensington and Chelsea and adjoining Boroughs.</p> |
| <p>Session 6 Monday 21 November</p> | <p>Poverty, homelessness and health Stephen Clift</p> <p>Increasingly levels of social and health inequality exist in the UK today. In this session we will look at the health challenges facing people living in poverty and those who find themselves homeless. The work of a wide range of charities endeavouring to help people in this situation will be considered.</p> <p>Some innovative arts projects working with homeless people will be examined, including Choir With no Name: http://choirwithname.org/</p> <p>I am hoping to arrange a visit to Choir with No Name in North London this week or next. This will be discussed in class. This session may be swapped with the following session if a visit is arranged for 21 November.</p> |
| <p>Session 7 Monday 28 November</p> | <p>Kensington and Chelsea JSNA – a case study in health inequalities Stephen Clift</p> <p>Health inequalities are very marked in Kensington and Chelsea. For an introduction see:</p> <p>http://www.independent.co.uk/news/uk/home-news/britains-widening-poverty-gap-should-be-causing-outrage-at-the-start-of-the-election-campaign-10016052.html</p> <p>Go Golborne</p> <p>Kensington and Chelsea is currently running a community project in Golborne to promote exercise and healthy eating especially among children and young people. For further details see:</p> <p>https://www.rbkc.gov.uk/subsites/citylivinglocalife/gogolborne.aspx</p> <p>I hope to organise a visit to Golborne this week to meet with Ellie Lewis who runs the Go Golborne project.</p> |
| <p>Session 8 Monday 5 December</p> | <p>The fetal hypothesis – the work of David Barker Stephen Clift</p> <p>The first half of the session will examine the seminal work of the British epidemiologist David Barker who is known internationally for his work on the life-long consequences of nutritional deficiencies affecting the growth and</p> |

development of babies before birth and during the first two years of life.

For details see: <http://www.thebarkertheory.org/>

BBC The first 1000 days: <http://www.bbc.co.uk/programmes/b0137z06>

Lifestyle and health risks across the lifespan

The second half of the session will explore the growing evidence that lifestyle factors – diet, exercise, substance use etc. play a substantial role in determining health and wellbeing across the life span

The work of Peter Elwood

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3857242/pdf/pone.0081877.pdf>

BBC news coverage: <http://www.bbc.co.uk/news/uk-wales-29820916>

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Session 9
Monday
12 December

The role of creative arts in health and wellbeing

There is considerable interest in the UK in the idea that participation in creative arts activities can be beneficial for health and wellbeing. In this session we will look at examples of arts for health projects, and focus in particular on the idea that regular singing can be good for both mental and physical health. This will also be an opportunity to revisit issues considered throughout the course regarding concepts of health and wellbeing and lifecourse determinants of health.

The measurement of health and wellbeing

In looking at recent research on singing for health and wellbeing conducted by the De Haan Centre at Canterbury Christ Church University, we will examine some self-completion measures that are widely used in the UK to assess mental wellbeing and health status. These include:

- CORE Clinical Outcomes in Routine Evaluation
- WEMWBS Warwick Edinburgh Mental Wellbeing Scale
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For details of the De Haan Centre's work see:

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

Reading

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, 433-497.
- 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.

Health inequalities in Kensington and Chelsea and adjoining Boroughs

As a local application of Marmot's perspective we will explore the issues highlighted in the Joint Strategic Needs Assessment for Kensington and Chelsea (jointly with two adjoining boroughs Westminster and Hammersmith and Fulham)

<https://www.jsna.info/>

See the highlight report for Kensington and Chelsea here:

<https://www.jsna.info/sites/default/files/Kensington%20and%20Chelsea%20JSNA%20Highlights%20Report%202013-14.pdf>

For a similar report for Westminster see:

<https://www.jsna.info/sites/default/files/Westminster%20JSNA%20Highlights%20Report%202013-14.pdf>

And for Hammersmith and Fulham see:

<https://www.jsna.info/sites/default/files/Hammersmith%20and%20Fulham%20JSNA%20Highlights%20Report%202013-14.pdf>

For the most recent Director of Public Health report 'Sitting in the New Smoking' see:

<https://www.jsna.info/sites/default/files/AnnualPublicHealthReport2015-16.pdf>