



Boston University British Programmes
Health and Wellness Through the Lifespan
Dr Stephen Clift and Claudia Hammond
SAR HP 522
Elective B

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. Efforts will also be made to link reading and discussion within the course, to students on-going experiences in their internship placements.

All course reading will be provided on CD or will be readily available in the library. Handouts giving guidance and questions to consider will be provided for reading and activities for each week.

Assessment is by a 4,000-word assignment and presentations (80% and 20% respectively). Title of the assignment is by negotiation to be discussed with the tutors.

Course Outline

Session 1 **Introduction to the Course: Health and well-being across the lifespan – concepts, theories and methods I**
Stephen Clift

Video: 49 Up

Recommended Reading:
Halfon and Hochstein, 2002
Ryff, Singer and Love, 2004
Kuh, 2003

Session 2 **Health and well-being across the lifespan – concepts, theories and methods II**
Stephen Clift

Video: Who Do You Think You Are?

Recommended Reading:
Halfon and Hochstein, 2002
Ryff, Singer and Love, 2004
Kuh, 2003

Session 3 **Global perspectives on health and wellbeing and current health structures and policy in the UK**
Stephen Clift

Videos: WHO film on chronic diseases

Reading will be recommended from a variety of recent reports on global health and health policy in the UK:

World Health Reports

Millennium Development Goals Reports

Choosing Health White Paper

Wanless Reports

Our Health Our Care Our Say

Session 4

The health and wellbeing of infants and young children

Stephen Clift

Recommended Reading:

Papers by David Barker to be assigned

World Mental Health Day 2005

From Pregnancy to Early Childhood

World Mental Health Day 2005

The Wellbeing of Children in the UK 2005

Barnes 2003

UNICEF (2007) The wellbeing of children

Session 5

The health and wellbeing of adolescents

Claudia Hammond plus visiting speaker

Recommended Reading:

World Mental Health Day 2005

The Wellbeing of Children in the UK 2005

Edwards 2003

Social Exclusion Unit 2004

UNICEF 2007 The wellbeing of children

Session 6

Health and wellbeing in adult life to midlife

Claudia Hammond

Audio – Seligman on happiness

Video – Making Slough Happy

Recommended Reading:

WHO Quality of Life Project

Layard on happiness

Strategy unit report on Life Satisfaction

Session 7

The health of older adults from midlife onwards

Claudia Hammond

Recommended Reading:

World Mental Health Day 2005

HDA 2004

Airey et al. 2004

Session 8

Health and social care needs of the elderly

Stephen Clift

Video: Malcolm and Barbara

Recommended Reading:
 World Mental Health Day 2005
 Social Exclusion Unit 2005
 Danner et al. 2001

Session 9 **Overview of course**
 Stephen Clift
 Course assignment due in today

Assessment and Grading Criteria

4,000 word paper	80%
Presentations	20%
<i>Total</i>	100%

GRADING SYSTEM

The following Boston University table explains the grading system that is used by faculty members on Boston University's British Programmes.

Grade	Honour Points	Usual%	Definition
A	4.0	93-100	Excellent
A-	3.7	89-92	
B+	3.3	85-88	
B	3.0	81-84	Good
B-	2.7	77-80	
C+	2.3	73-76	
C	2.0	69-72	Satisfactory
C-	1.7	65-68	
D	1.0	60-64	Low pass
F	0.0	Unmarked	Fail

Grading Criteria

A An exceptional grade that is only given to work that shows a consistent and outstanding level of insight and expression. This type of essay shows a rigorous and persuasive attention both to matters of detailed explication and to wider questions of evaluation. Crucially, this type of essay will also show real independence of thought expressed in fluent and well-written English.

A- A grade that is given to work that shows a commanding grasp of the central issues and also demonstrates an ability for close textual analysis combined with attention being paid to the larger implications of the analysis (whether this involves aesthetic, moral, political, or other considerations.) An appreciable degree of background reading and intelligent use of that reading is often shown at this level, and allowance is given here for the odd weak points and infelicities in phrasing

B+, B, B- This range of grades indicates descending levels of competence and thoroughness. On the whole, the B essay is less polished than the A

essay, but a B+ essay will certainly still have to show commendably detailed stretches of analysis, a clear grasp of the central issues and some discussion of the implications of a student's close reading of any given text(s). Work within the B grades often shows evidence of reading in the secondary literature (critical commentaries and background reading) but also often shows an overdependence on such sources over and against making intelligent, critical and discrete use of that reading. The sharpening and exercising of your own critical responses is the target to aim for, and, whereas many essays in the B range show a good understanding of the ground gone over in class there is less evidence here of really independent analysis and appreciation. The difference between a B+, a straight B, and a B-, typically involves the frequency of spelling mistakes, awkwardness or solecisms in expression, or clumsiness in the exposition of your analysis or argumentation.

C+,C,C- These grades indicate unsatisfactory work. Such essays may suffer from being too vague and generalised or else being excessively narrow in coverage; they may be seriously marred by errors of fact or errors of interpretation; they may involve only a crude repetition of areas covered in class without any demonstration of real intellectual engagement with the issues. The differences between a C+, a straight C, and a C- reflect the various degrees of inadequacy of organisation and presentation. Essays that are riddled with errors in spelling, punctuation and syntax, or are chaotic in argument and exposition, will fall into the lowest range.

D A marginal pass can be given where some but not all the elements of the course have been completed satisfactorily.

F The failing grade indicates the work is seriously flawed in one or more ways:

- *Obvious lack of familiarity with the material
- *So poorly written as to defy understanding
- *So brief and insubstantial that it fails to properly address the subject
- *Material presented is not relevant to the assignment
- *Demonstrates evidence of plagiarism

Course Reading

Reading for this course is provided on a CD available from the Centre library (Essential reading is marked by asterisk – see course outline).

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

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, 2003 Lifespan epidemiology – a glossary – paper on CD

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 and Wellbeing of Infants and Children

*Barnes, J. and Freude-Lagevardi, A. (2003) From Pregnancy to Early Childhood: Early Interventions to Enhance Mental Health of Children and Families. London: The Mental Health Foundation.

Bingley, A. and Milligan, C. (2004) Climbing Trees and Building Dens: Mental Health and Well-being in Young Adults and the Long-Term Effects of Childhood Play Experiences. Lancaster: Institute of Health Research University of Lancaster.

Coram Family (2004) Annual Review. London: Coram Family.

Healey, K. (2004) Linking Children's Health and Education: Progress and Challenges in London. London: The King's Fund.

HM Government (2004) Every Child Matters: Change for Children. London: HMSO.

HM Government (2004) The Children Act Report 2003. London: Department of Education and Skills.

Mayor of London (2004) The State of London's Children Report. London: Mayor of London.

*Save the Children (2005) The Wellbeing of Children in the UK, University of York.

UNICEF (2007) The Well-being of Children in Affluent Countries

*World Mental Health Day (2005) Mental and Physical Health Across the Life Span. Available from: www.wfmh.org (accessed 25 September 2005)

Health and Wellbeing of Adolescents and Young Adults

- *Edwards, L. (2003) Promoting Young People's Wellbeing: A Review of Research on Emotional Health. Glasgow: The SCRE Centre.
- Edwards, L. and Hatch, B. (2003) Passing Time: A Report about Young People and Communities. London: Institute of Public Policy Research.
- Healey, K. (2004) Linking Children's Health and Education: Progress and Challenges in London. London: The King's Fund.
- HM Government (1999) Teenage Pregnancy. London: HMSO.
- National Centre for Social Research/ National Foundation for Educational Research (2004) Drug Use, Smoking and Drinking Among Young People in England in 2003: Headline Figures. London: NCSR/NFER.
- *Social Exclusion Unit (2004) Transitions: A Social Exclusion Unit Interim Report on Young Adults. London: Office of the Deputy Prime Minister.
- Street, K., Stapelkamp, C. Taylor, E., Malek, M. and Kurtz, Z. (2005) Minority Voices: Research into the Access and Acceptability of Services for the Mental Health of Young People from Black and Minority Ethnic Groups. London: Young Minds.
- UNICEF (2007) The Well-being of Children in Affluent Countries
- West, P. and Sweeting, H. (2002) A Review of Young People's Health and Health Behaviours in Scotland. Glasgow: MRC Social and Public Health Sciences Unit.
- *World Mental Health Day (2005) Mental and Physical Health Across the Life Span. Available from: www.wfmh.org (accessed 25 September 2005)

Health and Wellbeing in Midlife

- Airey, L., McKie, L. and Backett-Milburn, K. (2004) Women in Their Fifties: Well-being, Ageing and the Anticipation of Ageing. Glasgow: Glasgow Caledonian University.
- Evandrou, M. and Glaser, K. (2003) Family Care, Work and Quality of Life: Findings from the ESRC Project. London: London School of Economics.
- *Health Development Agency (2004) Taking Action: Improving the Health and Wellbeing of People in Mid-Life and Beyond. London: Health Development Agency.

Kuper, H. & Marmot, M. Intimations of mortality: perceived age of leaving middle age as a predictor of future health outcomes within the Whitehall II study. Age & Ageing. 2003 Mar;32(2):178-84.

Marmot, M. (2004) Status Syndrome London: Bloomsbury

*Marmot, M, Shipley, M, Brunner, E & Hemingway, H. (2001) Relative contributions of early life and adult socioeconomic factors to adult morbidity in the Whitehall II Study Journal of Epidemiology and Community Health 55, 301-307.

*Singh-Manoux, A., Hillsdon, M, Brunner, E. & Marmot, M. (2005) Effects of Physical Activity on Cognitive Functioning in Middle Age: Evidence from the Whitehall II Prospective Cohort Study American Journal of Public Health 95(12), 2252-2258

*Singh-Manoux, A., Richards, M. & Marmot, M. (2003) Leisure activities and cognitive function in middle age: evidence from the Whitehall II study. Journal of Epidemiology and Community Health 57(11), 907-913

*Steptoe, A. & Marmot, M. (2003) Burden of psychosocial adversity and vulnerability in middle age: associations with biobehavioral risk factors and quality of life. Psychosomatic Medicine 65(6),1029-37.

Health and Wellbeing in Old Age

*Airey, L., McKie, L. and Backett-Milburn, K. (2004) Women in Their Fifties: Well-being, Ageing and the Anticipation of Ageing. Glasgow: Glasgow Caledonian University.

Audit Commission (2004) Older People – A Changing Approach: Independence and Well-Being. London: HMSO.

*Danner, D.D., Snowdon, D.A. and Friesen, W.V. (2001) Positive emotions in early life and longevity: Findings from the Nun Study, Journal of Personality and Social Psychology, 80, 5, 804-813.

Evandrou, M. and Glaser, K. (2003) Family Care, Work and Quality of Life: Findings from the ESRC Project. London: London School of Economics.

*Health Development Agency (2004) Taking Action: Improving the Health and Wellbeing of People in Mid-Life and Beyond. London: Health Development Agency.

HM Government (2005) Independence, Well-being and Choice: Our Vision for the Future of Social Care for Adults in England. London: Department of Health.

Joseph Rowntree Foundation (2002) Designing and Managing Care Homes for People with Dementia. York: Joseph Rowntree Foundation.

Murphy, B. and Hawthorne, G. (2001) Report of Focus Group Research Undertaken for the World Health Organization Quality of Life of Older Persons (WHOQOL-OLD) Study. Melbourne: University of Melbourne.

*Social Exclusion Unit (2005) Excluded Older People: Social Exclusion Unit Interim Report. London: Office of the Deputy Prime Minister.

*World Mental Health Day (2005) Mental and Physical Health Across the Life Span. Available from: www.wfmh.org (accessed 25 September 2005)

Terms and Conditions

Attendance at all classes and visits is mandatory. Students missing lectures without a doctor's letter or authorisation from the Director or from the Placements' Team will automatically be docked a – or a + from their final grade. Persistent lateness will also be penalised in the final grade. A register of attendance will be taken at the beginning of each session and marks will be awarded for attendance. Absence can be conveyed either by advising a senior member of staff in the Academic Affairs Office with a request that the information be passed on to me; or by email prior to class. Leaving it to another class member to convey messages will not be acceptable. Appointments for interviews for internships should not conflict with attendance at classes.

Please advise Stephen Clift at the start of the semester if you are auditing. Even if you are not obliged to submit graded work you may elect to do the work out of interest. You will be obliged, however, to participate in the group presentations and deliver a presentation along with your colleagues.

Any student who is unable to attend a class, or take part in an assignment because of religious reasons, must give notice in advance of class. He/she will be required to make up for time lost. In this situation arrangements must be made with another student for class notes to be shared. Written papers must be delivered before agreed deadline, failure to hand in the paper will result in deducted marks.

Stephen Clift will make some time available in each session for students to raise questions etc. Should students wish to discuss matters with Stephen Clift in person he will also be available during the break mid-lecture and at the end of class. Alternatively, please feel free to e-mail Stephen Clift with questions. If you have problems with the availability of reading materials (all of which should be in the library) please contact Stephen Clift either through the Academic Affairs Office or via e-mail.

Plagiarism

Boston University's *Code of Student Responsibilities* states:

The value of any grade, credit, honour or degree received by a student presupposes that all work submitted by a student is his or her own. A student who uses or relies upon the work of others or who, except under conditions expressly permitted by the instructor, furnishes assistance to another student, violates the standards of the University. Students must insist upon academic honesty and integrity from their fellow students and must report promptly any case of alleged violation of academic conduct. Failure to do so is a violation of this code.

Plagiarism can take many forms, including the reproduction of published material without acknowledgement, or representing work done by others as your own. This includes the increasingly common practice of purchasing and downloading work from Internet "paper mills." You should be extremely careful when submitting work for this course that all work is correctly sourced. Prints outs of websites that have been used in research may be required by the lecturer in cases of a grade dispute and all website based reference material should be kept by the student until after the end of the semester.