



CIEE Global Institute - Paris

Course name:	Psychology of Health and Illness
Course number:	(GI) PSYC 3002 PAFR
Programs offering course:	Paris Open Campus
Open Campus Track:	Global and Community Health
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2020

Course Description

Health psychology focuses on the relationship between behavior, health, and illness while trying to identify the predictors of health-compromising and health-enhancing factors. Through a dual focus on healthcare and psychology, students will examine illness identities in the national context. Special emphasis will be placed on cultural differences related to body image, quality of life, self-help, religious beliefs, alternative medicine, and rituals related to dying and death. Through an examination of the relevant literature, guest lectures and site visits, the course addresses philosophical questions about the perceptions and definitions of what it means to be 'healthy' or 'unhealthy' within the national context.

Learning Objectives

By completing the course students will:

- Evaluate the relationship between behavior, health and illness
- Examine the developments in behavioral patterns in relation to health over time and in various cultures, and in various ethnic and socio-economic groups in national society.
- Critically analyze the regional and national ways of targeting unhealthy lifestyle (diet, smoking, drugs etc): insight in the role of preventative medicine
- Demonstrate the effectiveness of psychological interventions for health promotion
- Appraise the non-rational, emotional side of coping with health and disease and the demand for alternatives for rational Western medicine: (religious) rituals, complementary medicine and self-help.

Course Prerequisites

Students should have completed a semester course in health studies, psychology, sociology, or medical anthropology.

Methods of Instruction

Among other techniques, the methodology used throughout this course will include: teacher presentations with student-teacher dialogue and discussion; active



discussion in which students will be expected to prepare presentations to present to the group.

Assessment and Final Grade

- Presentation 15%
- Mid Term Exam 25%
- Health Promotion Campaign 15%
- Final paper 25%
- Participation 20%

Course Requirements

Important: all course assignments must be turned in on time. Any late submissions, or assignments not delivered on the due date (such as presentations) will receive a grade of 0%.

Presentation

Students must conduct a 15-minute presentation in groups on one of the themes discussed. It should show a good understanding of a selected topic and the ability to put it in perspective. The topic should be presented in a concise yet comprehensive manner. They may use audio-visual media such as a video or film if it adds value and is incorporated seamlessly.

Midterm Exam

All students will be required to take an essay based exam in order to measure their development midway through the course. Students will answer five short questions on topics covered.

Health Promotion Campaign

Students will design and develop a health promotion campaign highlighting the French national context / health challenges. The project must be delivered as a Poster Session, with students demonstrating the key challenges facing France, and what messages and mediums of communication will be most effective.

Final Paper

A 2500 word final paper is required. This paper must be an in-depth analysis of one of the topics discussed in class. All papers are research papers and must therefore have proper annotation.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have



regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Course Attendance and Punctuality

Regular class attendance is required throughout the program, and all unexcused absences* may result in a *lower participation grade* for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning and the final course grade will be lowered by 3 percentage points.

*Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, *excessively tardy (over 15 minutes late) students will be marked absent. Attendance policies also apply to any required co-curricular class excursion or event*, as well as to Internship, Service Learning, or required field placement.*

*With the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. *No make-up or re-sit opportunity will be provided.*

An absence in a CIEE course will only be considered excused if:

- a doctor’s note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1	Possible reduction of the weekly participation grade

10 – 20%	2	Written warning; reduction of the final grade by 3%
More than 20%	3	Automatic course failure, and possible expulsion

Weekly Schedule

Week 1 Orientation Week

Class 1:1 Introduction to class

What is the field of health psychology? How to define health and disease or illness? Health and disease as social constructs. A bio-psychosocial approach. Constructions of healthiness as morally superior to unhealthiness will be critically analysed and explored. This will be followed by an exercise where students consider their own preconceived notions of health and illness, their own positions in relation to health discourse and their experiences of health both personally and through their perceptions and experiences of others' health. Important questions to consider will include: Is health important?, why?, do I try to stay healthy?, what does that mean?, what does it say about me as a person if I am healthy or ill?, how do I feel about others who are healthy and about those who are ill?

Readings: Rosenberg 1992, Hepworth 1999, French 2010, Wedding 2006.
Introductory outing to the Museum of the History of Medicine, Paris 5ème, to discover the history of France's approach to health.

Week 2

Class 2:1 Constructions of Health in a French Cultural Context

The students will learn about health, behavior and illness in a cultural perspective. International, cultural and historical comparisons of behavioral patterns concerning health and illness will be discussed, with a focus on France.

Class 2:2 Mental Health in France

Topics such as body image, attractiveness, obesity and anorexia nervosa will be addressed from a French viewpoint. And what role play gender, race and class here?

Readings: Klocke 2014, Crawford 2006, Borg 2000.
Site visit to the Maison de Solenn, a clinic that cares for teenagers stricken with anorexia nervosa. Paris 14ème.

Week 3

Class 3:1 **Health Promotion in the French Healthcare System**

The basic structure of the French healthcare system will be shown, with an emphasis on preventative health care. Which messages does the government want to come across to the French citizens? How to change unhealthy behavior? How to stimulate healthy behavior?

Readings: Fleig 2013, Gummersbrach 2013, Larson 2014.

Online: dig into the WHO's site on French health care.

<http://www.euro.who.int/en/countries/france>

Class 3:2 **The Lalonde Model**

The model of Lalonde for health promotion will be explained, as will be the role of the media.

Readings: Fleig 2013, Gummersbrach 2013, Larson 2014

Mid Term Exam.

Week 4

Class 4:1 **Alternative Medicine, Self-help and Religion**

This week deals with complementary methods of handling health issues. The flaws of the Western evidence based, rational use of medicine are explored. Patient autonomy, tailor-made-medicine and self-help will be addressed, both from a general Western perspective as from a more specific French perspective.

Readings: Loss 2014, Prilleltensky 2003.

Health Promotion Campaign project due.

Class 4:2 **Alternative Medicine, Self-help and Religion II**

Guest lecture from Florent Mariage, a magnetizer who alters people's electrical fields to reduce pain and sometimes heal.

Readings: Loss 2014, Prilleltensky 2003, Hanssen 2005.

Class 4:3 **Co-curricular outing. Tba.**

Week 5



Class 5:1 *Dying and Death*

This class will focus on individual and institutional approaches to managing and coping with illness and death. Death and palliative care-instructions of aging and dying and approaches to facilitating effective end of life care. Rituals and traditions providing comfort and support in end of life situations, in historical and contemporary sickbeds.

Readings: Lindqvist 2012, Flynn 2014.

Presentations.

Class 5:2 *Ritual and Palliative Care*

Students will learn about rituals and traditions providing comfort and support in end of life situations, in historical and contemporary sickbeds.

Readings: Lindqvist 2012, Flynn 2014.

Week 6

Class 6:1 *Looking forward: A critical health psychology practice*

Discussion will centre around how students can apply the skills and knowledge they have engaged with over the last few weeks to practical situations or interventions for the future in France and for their own country of origin.

Readings: Crawford 2006, Wedding 2006, Prilleltensky 2003.

Class 6:2 *Final Review*

Prior to submitting the final essay, students will review the content of the course.

Final Paper.

Course Materials

Required Readings

Borg, Vilhelm et al., "Social class and self-rated health: can the gradient be explained by differences in life style or work environment?", *Social Science and Medicine* 51.7 (2000) 1019-1030. Print.

Crawford, R., "Health as a meaningful social practice", *Interdisciplinary Journal for the Social Study of Health, Illness and Medicine*. 10.4 (2006) 401-420. Print.

Fleig, Lena et al. "From Intentions via Planning and Behavior to Physical Exercise Habits". *Psychology of Sport & Exercise* 14.5 (2013) 632-640. Print.

Flynn, Eleanor. "Visualizing Death and Burial: Past and Present". *International Psychogeriatrics* 26.5 (2014) 709-713. Print.

French, D. et al. *Health Psychology (Second Edition)*. BPS Blackwell, 2010. Print.

Gummersbach, Elisabeth et al. "Effects of Different Information Brochures on Women's Decision-Making Regarding Mammography Screening: Study Protocol for a Randomized Controlled Questionnaire Study". *Trials* 14. (2013) 319. Print.

Hepworth, Julie. *The Social Construction of Anorexia Nervosa*. London: Sage, 1999. Print.

Klocke, Andreas et al. "International Variation in Child Subjective Well-Being". *Child Indicators Research* 7.1 (2014) 1-20. Print.

Larson, Heidi et al. "Understanding Vaccine Hesitancy Around Vaccines and Vaccination from a Global Perspective: A Systematic Review of Published Literature, 2007-2012". *Vaccine* 32.19 (2014) 2150- 2159. Print.

Loss, Julika et al. "Online Social Networking Sites- A Novel Setting for Health Promotion?". *Health and Place* 26. (March 2014) 161-171. Print.

Lindqvist, Olav et al. "Complexity in Non-Pharmacological Caregiving Activities at the End of Life: An International Qualitative Study (Non-Pharmacological Caregiving for the Dying)". *PloS Medicine* 9.2 (2012) Print.

Prilleltensky, O. et al, "Towards a critical health psychology practice", *Journal of Health Psychology* 8.2 (2003) 197-210. Print.

Rosenberg, Charles. "Framing Disease. Illness, Society and History", in: Ch. E. Rosenberg, *Explaining Epidemics and other studies in the history of medicine* (Cambridge University Press 1992) 305-318. Print.

Wedding, Danny and Margaret L. Stuber. *Behavior & Medicine*. 4th edition. Cambridge MA: Hogrefe & Huber publishers, 2006. Print.

Recommended Readings

Berlant, L. 2010. Risky Bigness: On obesity, eating and the ambiguity of health in *Against Health: How Health Became the New Morality*. New York University Press: New York. Print.

Burr, V. 2015. *Social Constructionism*. Routledge: East Sussex. Print.



Haland, Evy Johanne. *Women, Pain and Death: Rituals and Everyday Life in the Margins of Europe and Beyond*. Newcastle: Cambridge Scholars, 2008. Print.

Nuland, S. 1995. *How we die: Reflections of life's final chapter*. First Vintage: New York. Print.

Sahler, Olle Jane Z. *The Behavioral Sciences and Health Care* Cambridge: Hogrefe, 2012. Print.

Ziguras, C. 2004. *Self-Care: Embodiment, personal autonomy and the shaping of health consciousness*. Routledge: London. Print.

Academic Integrity

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the U.S. American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will prevail.

Three important principles are considered when defining and demanding academic honesty. These are related to *the fundamental tenet that one should not present the work of another person as one's own*.

The first principle is that *final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information* (unless the professor has explicitly announced that a particular test is to be taken on an "open book" basis).

The second principle applies specifically to course work: *the same written paper may not be submitted in more than one course. Nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad*.

The third principle is that *any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person* (the general rule in U.S. higher education is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it).



There are three levels of escalation establishing the seriousness of the plagiarism in question.

- **Level one plagiarism:** minor or unintentional plagiarism; leading to passable grade/failing grade on the assignment, depending on perspective of lecturer. No opportunity for resubmission.
- **Level two plagiarism:** significant plagiarism, but potentially due to poor referencing rather than intellectual property theft. This leads to a failing grade (potentially zero points) on the assignment. No opportunity for resubmission.
- **Level three plagiarism:** significant plagiarism, requiring investigation by the Center/Resident/Academic Director, and subsequent disciplinary panel.

Faculty will report any suspected circumstances of plagiarism to the Center/Resident/Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit the Plagiarism Declaration Form (Appendix D) with each assignment as it is submitted.

In any case where Academic Honesty is in question while the student is still onsite at the program, and will impact the grade for the assignment in question, the CIEE Academic Honesty form (Appendix E) will be completed by the Center/Resident/Academic Director, signed by the professor, delivered to the student for signature and added to the student's permanent records. For any Level three violation, or repeated lower level violation, the Center/Resident/Academic Director will inform the student's home institution of the infraction and subsequent penalty.