



## **CIEE Global Institute – Berlin**

<b>Course name:</b>	(GI) Psychology of Health and Illness
<b>Course number:</b>	PSYC 3002 BRGE
<b>Programs offering course:</b>	Berlin Open Campus, Berlin Global Architecture and Design
<b>Open Campus Track:</b>	Global and Community Health
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	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 German / EU context. Special emphasis will be placed on cultural differences related to 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 a cultural context.

### **Learning Objectives**

By the end of the course students will:

- Understand the relationship between behavior, health and illness
- Describe the developments in behavioral patterns in relation to health over time and in various cultures, and in various ethnic and socio-economic groups in German society
- Gain knowledge of the European and German ways of targeting unhealthy lifestyle choices (diet, smoking, drugs, etc.) and insight in the role of preventative medicine
- Be able to design psychological interventions for health promotion
- Understand 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**

None.



### **Methods of Instruction**

This course is taught through lecture, guest lecture, discussions and small group or individual assignments. Audiovisual material and site visits in Berlin will be used to augment the learning experience.

### **Assessment and Final Grade**

Students will be assessed according to the following criteria:

1. Participation:	20%
2. Reading Responses:	20%
3. Presentation:	20%
4. Final Paper (Proposal & Annotated Bibliography):	10%
5. Final Paper (Preliminary Draft):	10%
6. Final Paper:	20%
TOTAL:	100%

### **Course Requirements**

#### **Reading Responses**

Reading Responses are short written assignments that will help you to understand the readings, actively contribute to class discussion, and develop a regular writing practice. You are required to write two reading responses (approximately 750 words each). The first responses can be handed in over the course of the second and third week of class, the second response can be handed in over the course of the fourth and fifth week of class. (This means that no responses can be handed in during the 1st and 6th week!) The responses will be worth 10% each, for 20% of your total grade. The responses are due by 16:00 on the day of the class when the text is assigned via Canvas. This means you have to write the Response BEFORE the text is discussed in class.

#### **Presentation**

Students must conduct a 15-minute presentation on a current event or issue that they have researched that connects to class discussion or readings. The schedule for presentations will be assigned on the first day of class. Each presentation should include some visual material (such as images, newspaper articles, or other) that can be handed out via paper copy or shown on the projector. The presentation should clearly outline and present the background on the issue being



discussed, discuss its relevance to related conversations in the course, and pose a related question to the class for discussion that the presenter will facilitate. These presentations are graded for both content and presentation delivery. Following the presentation, the group will give feedback to the presenter on strengths and things to work on for future presentations.

### **Final Paper**

A 1500-word (double-spaced) final paper is required. The goal of this paper is to demonstrate your ability to think critically about health, illness, or biomedicine, and to apply this to a concrete (historical or contemporary) example. This can be an example that we have discussed in class or another appropriate example of your choosing. All paper topics require outside research on the case study chosen for your argument. You should use a minimum of five academic sources to substantiate your argument. All essays must have a clear thesis. All papers are expected to have proper annotation. We will approach this assignment in a series of steps. This is designed to help you to begin the writing and editing process earlier and ultimately, to submit a better final paper.

1. You are required to hand in your proposed topic and annotated bibliography of five sources that you intend to at the end of the fourth week. This is worth 10% of your final grade.
2. We will review preliminary papers on December 8th. This means that you must have a complete draft of your paper done by then, which is one week prior to the final deadline! We will discuss drafts in class. Your completion of the draft and participation in the discussion is worth 10% of your final grade.
3. The final paper is due on the last day of class. The paper is worth 20% of your final grade. The entire assignment (10% annotated bibliography + 10% preliminary paper + 20% final paper) is worth 40% of your final grade.

### **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.



Grades will be based on your demonstration that you (1) read the texts, (2) critically appraised the texts and (3) helped advancing the discussion in class. While I agree that being present and engaging in active listening is a form of participation, in this class the participation grade is based on verbal discussion. The following rubric will be used to assess your participation:

- Minimal: Making one comment in reaction to someone else's point ("I agree with her").
- Adequate: You are present, prepared, but contribution is limited to one or two surface level or clarifying questions about lectures or readings.
- Good: You are present, prepared, and engage with the discussion with thoughtful questions and comments that show your preparation and attention to readings/lectures.
- Excellent: You are present, prepared, engaged and you make a practice of drawing in readings or lecture materials from other weeks and/or relevant news items; you also make an effort to engage with other students' comments and questions in a productive manner. If you feel as if there is a reason that you cannot participate to your full potential (extreme shyness, anxiety, processing delays, etc.) please come discuss this with me. I will make every possible accommodation and suggest strategies to ensure you have opportunities to earn full participation points.

### **Attendance Policy**

Regular class attendance is required throughout the program, and all unexcused absences will 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.

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 must 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. 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.



Attendance policies also apply to any required class excursion, 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.

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 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; <b>written warning</b>
More than 20%	3 content classes, or 5 language classes	Automatic <b>course failure</b> , and possible expulsion

**Weekly Schedule**

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

**Week 1 Course Introduction**

Class 1.1 Introduction to class: what is the field of health psychology? How to define health and disease or illness?

Recommended Reading:

Rosenberg 1992. "Framing Disease. Illness, Society and History", in: Ch. E. Rosenberg, *Explaining Epidemics and other studies in the history of medicine*. 305-318.

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

Class 1.2 Health and disease as social constructs. A bio-psychosocial approach.  
What does it mean in a given society to be healthy? How does the German approach to health differ from the American one?

Reading:

French 2010. *Health Psychology (Second Edition)*. Introduction, 1-11.

Wedding 2006. "Brain, Mind, Medicine," *Behavior & Medicine*. 4th edition. 18-33.

**Week 2 Health, Behavior and Illness in a Cultural Perspective**

Class 2.1 International and cultural comparisons of behavioral patterns concerning health and illness, with a focus on Germany.

Reading:

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

Richter 2013. "Trends in Socio-economic Inequalities in Adolescent Alcohol Use in Germany Between 1994 and 2006". *International Journal of Public Health* 58.5 (2013), 777-784.

**Due Date for Presentations** (if you are assigned to the first round)

Class 2.2 Site visit: *Berliner Medizinhistorisches Museum* (Berlin Museum of Medical History): Historical variability of conceptions of health and illness.

Reading:

Rosenberg 1992. "Framing Disease. Illness, Society and History", in: Ch. E. Rosenberg, *Explaining Epidemics and other studies in the history of medicine*. 305-318.

**Week 3            Health Promotion in the German healthcare system**

Class 3.1        The basic structure of the German healthcare system, with an emphasis on preventative healthcare.  
Obermann et al. *Understanding the German Healthcare System*. Chapter 2.

**Due Date for Presentations** (if you are assigned to the second round)

Class 3.2        Health determinants – model of Lalonde.

What factors determine health? What evaluation models exist?

Reading:

Thyen 2003. "Unmet Health Care Needs and Impact on Families With Children With Disabilities in Germany". *Ambulatory Pediatrics* 3.2, 74-82.

Class 3.3        Site Visit: *Arbeitskreis Gesundheitsfördernde Hochschulen*, Network of German Universities Promoting Health

**Due Date for submission of Reading Response 1** (If you didn't already hand it in during Week 2)

**Week 4            Psychological Interventions in Health-Related Behavior**

Class 4.1        How to change unhealthy behavior? How to stimulate healthy behavior?

Reading:

Wegwarth et. al. "Overcoming the Knowledge-Behavior Gap: The Effect of Evidence-Based HPV Vaccination Leaflets on Understanding, Intention, and Actual Vaccination Decision". *Vaccine* 32.12, 1388-1394.

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

Class 4.2 What tools are available for health promotion? What are the effects of health promotion and how can they be measured?

Reading:

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

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

#### **Due Date for submission of Proposal and Bibliography for Final Paper**

### **Week 5 Alternative Medicine, Self-help and Religion**

Class 5.1 Complementary methods of dealing with health issues:

- The role of homeopathy in Germany
- Use of herbal medicine
- How are digital environments changing health-care and how people think about their health?

Reading:

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

Du 2014. Du, Yong et al. "Use of Herbal Medicinal Products among Children and Adolescents in Germany", *BMC Complementary and Alternative Medicine* 14 (July 2014) 218.

Class 5.2 Advantages and disadvantages of Western evidence-based use of medicine. Patient autonomy, tailor-made medicine and self-help.



Reading:

Wedding et. al. 2006. "Complementary, Alternative, and Integrative Medicine." *Behavior and Medicine*. Chapter 23.

**Due Date for submission of Reading Response 1** (If you didn't already hand it in during Week 4)

Class 5.3 Site visit: The Green Room Center for Alternative Medicine

**Due Date for submission of Preliminary Draft of Final Paper**

**Week 6 Rituals Around Dying and Death**

Class 6.1 Providing comfort and support in end of life situations, historical and contemporary perspectives.

Site visit: Bodhicharya Berlin, Buddhist Hospice

Reading:

Lindqvist 2012. "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.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3279347/>

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

Class 6.2 Final Discussion

**Due Date for submission of Final Paper**

### **Readings**

Du, Yong et al. "Use of Herbal Medicinal Products among Children and Adolescents in Germany", *BMC Complementary and Alternative Medicine* 14 (July 2014) 218. 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.
- 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.
- Hoffmann, Sascha W. et al. "Obesity Prevalence and Unfavorable Health Risk Behaviors among German Kindergarten Teachers: Cross-Sectional Results of the Kindergarten Teacher Health Study". *BMC Public Health* 13 (Oct. 2013) 927. 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.
- 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)  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3279347/>
- Loss, Julika et al. "Online Social Networking Sites- A Novel Setting for Health Promotion?". *Health and Place* 26. (March 2014) 161-171. Print.
- Obermann, Konrad et al. *Understanding the German Healthcare System*. Chapter 2. Pdf in print.
- Richter, Matthias. "Trends in Socio-economic Inequalities in Adolescent Alcohol Use in Germany Between 1994 and 2006". *International Journal of Public Health* 58.5 (2013) 777-784. 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.
- Thyen, Ute et al. "Unmet Health Care Needs and Impact on Families With Children With Disabilities in Germany". *Ambulatory Pediatrics* 3.2 (2003) 74-82. Print.
- Wedding, Danny and Margaret L. Stuber. *Behavior & Medicine*. 4th edition. Cambridge MA: Hogrefe & Huber publishers, 2006. Print.



Wegwarth, O. et al. "Overcoming the Knowledge-Behavior Gap: The Effect of Evidence-Based HPV Vaccination Leaflets on Understanding, Intention, and Actual Vaccination Decision". *Vaccine* 32.12 (2014) 1388-1394. Print.

### **Online Resources**

<http://www.bzga.de/home/>

<http://www.ehps.net>

<http://www.berlin.de/lageso/>

<http://www.berlin.de/sen/gesundheit/>

<http://www.homeopathy-ecch.org>

[http://www.gesundheitsfoerdernde-hochschulen.de/Inhalte/E\\_Gefoe\\_HS\\_internat/2011\\_Graeser\\_German\\_Network\\_HPU.pdf](http://www.gesundheitsfoerdernde-hochschulen.de/Inhalte/E_Gefoe_HS_internat/2011_Graeser_German_Network_HPU.pdf)

[http://www.tandfonline.com/doi/full/10.1080/17437199.2010.547985#.U\\_MpwhZwvgl](http://www.tandfonline.com/doi/full/10.1080/17437199.2010.547985#.U_MpwhZwvgl)

### **Recommended Readings**

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

Koslofsky, Craig. *The Reformation of the Dead: Death and Rituals in Early Modern Germany, 1450-1700*. Basingstoke: Macmillan, 2000. Print.

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