Course title: Psychology of Health and Illness  
Course code: (GI) PSYC 3002 CPDK  
Programs offering course: Copenhagen Open Campus Block  
Open Campus Track: Global and Community Health  
Language of instruction: English  
U.S. semester credits: 3.00  
Contact hours: 45.00  
Term: Spring Block III 2021  

Course Description

This course looks at the interface of community involvement and (effective) governmental approaches to public health. By studying how actors in this sphere collaborate in order to identify public health needs, select appropriate responses, and implement large-scale projects, students will gain understanding of the different public health issues facing communities in the host environment, and the varied approaches to public health across the globe. The course pays special attention to identifying and understanding the main actors in public health systems, how such systems and their policies are influenced, and how the implementation of public health tools are affected by cultural and religious traditions.

Learning Objectives

By completing this course, students will:

- Evaluate the relationship between cultural values, social determinants of health, and health issues.
- Review the most relevant concepts in public health.
- Critically analyse social, political and economic factors in public health issues.
- Critically evaluate key elements in the history of public health.
- Examine specific approaches to public health, especially in the host country and other regional countries.
- Critically review innovative public health approaches.
- Have acquired a toolbox of methods and knowledge to react to (future) challenges.
- Examine different national approaches to public health and why this is so.
- Critically reflect the tension between individual liberties and the need for collective action.
- Review the main actors in national public health systems, their influence and their motives.

Course Prerequisites

Students should have completed a health studies course at 2000 level.

Methods of Instruction

Among other techniques, the methodology used throughout this course includes field visits to public health institutions at various levels (community, state, federal); communication of results to the general public and the media; interpreting and communicating risk and likelihood.

Assessment and Final Grade

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<tr>
<th></th>
<th>Case Study</th>
<th>20%</th>
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<tbody>
<tr>
<td>2</td>
<td>Group Project</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>Weekly Report</td>
<td>20%</td>
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<tr>
<td>4</td>
<td>Presentation</td>
<td>15%</td>
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<tr>
<td>5</td>
<td>Class Participation</td>
<td>20%</td>
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<tr>
<td>TOTAL</td>
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<td>100%</td>
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Course Requirements

Case Study
Students will complete a 1500-word case study that discusses the research undertaken by Dr. Sameer Dixit regarding the causative agents affecting the health of Nepalese communities. Students will then compare these causative agents with those across other developing countries identified in the literature. A student work will be graded on their ability to identify, synthesize and discuss the data in and across the cases and to summate the most significant commonalities and unique differences across the cases drawing on the literature and content discussed in the first lecture.

**Group Project**

The class will be divided into groups of 3-4 students to undertake a group project. The project will follow on from the case study in the first assessment in that each group will select one of the most significant community or public health issue identified in the case study and select (through group consensus) to explore a current project being undertaken to address the significant community or public health issue. They will then collaborate equally to design a poster and accompanying fact sheet as a handout that presents the work of the current project to their peers using a SWOT analysis. The poster will replicate the type of presentation expected to be presented at a health conference and will use CANVA or PICKTOCHART technology to present the data. The accompanying fact sheet will be duplicated and given as a handout to their peers in the course and will be no more than 1000-words. 5% of the grade will be appropriated to the visual design of the poster in terms of visual appeal, readability from a reasonable distance, informative social purpose using facts to disseminate information about the project using the SWOT analysis method, the font size and choice, as well as the placement of images and text used to produce the poster and meet the desired concept. All students need to participate, contribute and present their poster in a gallery during the last week of the course. They must be prepared to share their insights and knowledge about the project with their colleagues in a collaborative and knowledge building community within the class during the last week.

**Weekly Report**

At the end of weeks 1, 3 and 4, every student will submit a 375-word synthesis that reports on the highlights, main contributions and learning points during that week. These will be uploaded to the online CANVAS forum. Mandatory readings must be included in each report. The facilitator will provide the students with guidelines in the first week of the course.

**Presentation**

**Class 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.

**Attendance**

Regular class attendance is required throughout the program, and all 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, 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 any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. 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.

Absences for classes will lead to the following penalties:

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<th>Percentage of Total Course Hours Missed</th>
<th>Minimum Penalty</th>
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<tr>
<td>Up to 10%</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>Participation graded as per class requirements; 3% grade penalty &amp; written warning</td>
</tr>
<tr>
<td>More than 20%</td>
<td>Automatic course failure, and possible expulsion</td>
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N.B. Course schedule is subject to change due to study tours, excursions, or local holidays. Final schedules will be included in the final syllabus provided to students on site.

**Weekly Schedule**

**Week 1**

**Class: 1.1 Introduction**

This session will form the introduction to the course where the course requirements and formal aspects of participation and engagement in class are overviewed. This will be followed by an introduction to community and public health principles by providing basic facts, concepts, misconceptions, and the balance between individual liberty and collective action. The principles and challenges between health principles and enacting of these principles in a first world country will be compared with those in a developing country (Nepal).

**Readings:**


**Due Date for Submission of the Weekly Report #1**

**Week 2**

**Class: 2.1 History of Public Health and Determinants of Health**

This session explores the history of public health in The host environment. It will further look into the complex determinants of health, epidemiology, health care management, environmental and social behavioral health and health informatics.

**Reading:**


**Class: 2.2 Models of Health**

Students will learn about social, political, economic, biomedical aspects of health and illness. Key theoretical concepts will be explored that aid understanding of community/ public health.

**Readings:**
Week 3

Class: 3.1 Healthy Mother, Healthy Child

This session will look at the interaction of maternal health and child health, by exploring the factors that determine health status during and after pregnancy. Students will learn about the Barker hypothesis and the importance of early interventions.

Reading:


Class: 3.2 Sex and Drug and Rock 'n' Roll

This session explores public health and substance abuse by the youth and adolescents and explores intervention attempts to tackle these social and behavioral issues. Psychosocial factors in adolescent health are at the core of this session.

Reading:


Class: 3.3 Public Health for the Middle-aged and Advanced Age

This session will focus on the behavioral aspects in middle-age, relating to nutrition, physical exercise, regular check-ups and screening behavior. Students will also learn about public health approaches to secondary and tertiary prevention. Site visit: ANZAC Research Institute, Concord.

Due Date for the Submission of the Group Project Assessment

Week 4

Class: 4.1 Human Nature, Meaning, and Social Life

This session explores social aspects in humanity by exploring ways how we organize society, impact social thinking and social influence.

Reading:


Class: 4.2 Intrapersoanal and Interpersonal Phenomena

Students will learn about concepts such as attitudes, persuasion, social cognition, self-concept, social influence, group dynamics and interpersonal attraction and relate these to mental well-being and health.

Readings:


Due Date for Submission of the Weekly Report #3

Week 5

Class: 5.1 Public Health and Community Nutrition

Students will learn about public health nutrition: programs, systems, policies and environments relating to nutritional elements, that aim to improve or maintain the optimal health of populations and targeted groups.
Reading:

Class: 5.2 Community Health Psychology

This session will focus on community health psychology which focuses on the theory and method of working with communities to combat disease and to promote health, specifically looking at health psychology in primary care and community settings.

Reading:

Due Date for Submission of the Weekly Report #4

Week 6

Class: 6.1 Science and Practice of Medicine

This session will explore to what extent medical science and theory in the past has been of benefit to medical practice. It will explore how flawed science is undermining good medicine, whether medical science has helped the physician to understand disease and explore the dynamic aspects of medical science over the past century.

Reading:

Class: 6.2 Science and Practice of Medicine

Students will learn how to critically reflect upon medical practices, medical training and education and its impact on "crisis care" medicine. Students will get an insight into the mechanisms of health and illness and the human self-healing capacity.

Readings:
Miller et al. (2009). ‘The placebo effect: illness and interpersonal healing,
Perspectives in Biology and Medicine, (52)4, pp. 518-539.

Due Date for Submission of the Presentation

Course Materials
Readings


Demography. (35)1, pp. 71-81.


Frontiers in Neuroscience, (9)62.


Miller, F.G., Colloca, L., & Kaptchuk, T.J. (2009). 'The placebo effect: illness and interpersonal healing, Perspectives in Biology and Medicine, (52)4, pp. 518-539.


**Online Resources**