



PS343 PSYCHOLOGY HEALTH AND WELL-BEING: MOVING BEYOND JUST TREATING MENTAL DISORDERS
IES Abroad Barcelona

DESCRIPTION:

The aim of this course is to provide a comprehensive view of the biopsychosocial framework of human well-being and health and its implications. Beginning with the micro influences on individual health and moving onto macro influences on health we explore topics such as epigenetics, gender and health, health protective behaviours, social determinants of health and health promotion in both physical and mental health. Assignments are designed to enhance critical thinking and personal awareness of key topics. This course engages with the IES Abroad Sustainable Living, Equitable Living and Human Wellbeing Global Pillars. The course includes discussion of social determinants of health, health protective behaviours, health promotion, cultural trauma, redressing health inequity, through readings, documentaries, debates, group work and guest speakers.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

INSTRUCTOR:

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

A combination of the following methods will be used during classes:

- Lectures
- Class discussion
- Case Studies
- Readings
- Guest speakers

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation - 10%
- Midterm Exam - 20%
- Research Paper - 10%
- Oral presentation - 10%
- Journal Analysis-20%
- Health Promotion Campaign (30%)
 - Short overview of literature (5%)
 - Interview analysis (5%)
 - Rationale for the campaign (5%)
 - Presentation of Campaign (15%)

Midterm Exam

Written exam related to the contents of the class

Research Paper

Detailed overview of a course-related topic of preference for the student and approved by the professor: e.g. A comparative study of United States of America Health Care vs Spanish Medical Care. It must be written in APA style (7th edition) and submitted on Moodle, 1.000 words in length with at least 3 peer reviewed articles included in literature review.

Oral Presentation

A power-point/ infographic presentation of the research paper is required. It should include the following sections: title,



background, aim, methods, results/conclusions, and references.

Journal Analysis

An analysis of weekly personal reflection for the course content and activities.

Guest Speakers: They will complete a short activity based on the content of the information.

Health Promotion Campaign: An applied group assignment. Students chose a topic of interest related to a health issue in Spain. They follow a series of graded steps to develop an appropriate health campaign which is presented at the end of the semester.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Analyze the differences between the biomedical and biopsychosocial model of health
- Understand the implications of the recent findings from the field of psychoneuroendocrinology.
- Revisit the nature-nurture debate from an epigenetic perspective and its implications in health.
- Understand the basic principles underlying human mental health.
- Analyze the nature and scale of stress and social determinants of health

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Abroad Barcelona classes, including course-related excursions. If a student misses more than three classes in any course without justification, 3 percentage points will be deducted from the final grade for every additional absence. Seven unjustified absences in any course will result in a failing grade. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies

CONTENT:

Session	Content	Required Reading
Session 1	Introduction to the course	
Session 2	About Health Introduction to the concept of health from the biomedical and biopsychosocial perspectives	• Havelka, M., Lucanin, J.D., Lucanin, D. (2009). Biopsychosocial model- The integrated approach to health and disease. <i>Collegium Antropolologicum</i>, 33, 303-310.
Session 3	The mind-body link: Stress and illness	• González-Díaz, S., Arias-Cruz, A., Elizondo-Villarreal, B. & Monge-Ortega, P. (2017) Psychoneuroimmunoendocrinology: Clinical Implication World Allergy Organization Journal, Volume 10, 1-13.
Session 4	The stress Response	• Sapolski, R. (2022). <i>Why Zebras don't get Ulcers: Why we do.</i> https://www.youtube.com/watch?v=fDcJlvkVRYw#ddg-play
Session 5	The role of genes and environment in health: Human social epigenetics	• Boyce, W. T., Socolowski, M. B., & Robinson, G. E. (2021). Genes and environments, development and time. <i>PNAS</i>, 117(38), 23235–23241. • Lehrner, A., & Yehuda, R. (2018). Cultural trauma and epigenetic

		inheritance. <i>Development and Psychopathology</i> , 30(5), 1763–1777. https://doi.org/10.1017/s0954579418001153
Session 6	Health Risk and protective behaviours Health risk behaviours	- Erol, S., Gur, K., Karaca, S., Çalık, K. B., Uzuner, A., & Apaydın Kaya, Ç. (2022). Risk factors affecting the mental health of first-year university students on a health sciences campus and related factors. <i>The Journal of Mental Health Training, Education and Practice</i>, 18(2), 146–157. https://doi.org/10.1108/jmhtep-03-2022-0015 - Henrich, L. C., Antypa, N., & Van den Berg, J. F. (2021). Sleep quality in students: Associations with psychological and lifestyle factors. <i>Current Psychology</i>, 42(6), 4601–4608. https://doi.org/10.1007/s12144-021-01801-9
Session 7	Health-protective behaviors	Liutsko, L., Leonov, S., Pashenko, A., & Polikanova, I. (2024c). Is Frequency of Practice of Different Types of Physical Activity Associated with Health and a Healthy Lifestyle at Different Ages? <i>European Journal of Investigation in Health, Psychology and Education</i>, 14(1), 256–271. https://doi.org/10.3390/ejihpe14010017
Session 8	Guest Speaker: Practitioner in the field	Prepare the assigned activity
Session 9	Health Promotion 1	Marks, D., Murray, M., Estacio, E., Annunziato, R., Locke, A., & Treharne, G. (2024). Information, communication and health literacy. In <i>Health Psychology: Theory, Research & Practice</i> (Seventh Edition ed., pp. 295–314). SAGE Publications Ltd.
Session 10	Basic principles in Mental health From a DSM governed protocol for syndrome approach to process-based interventions.	Dalgleish, T., Black, M., Johnston, D., & Bevan, A. (2020). Transdiagnostic Approaches to Mental Health Problems: Current Status and Future Directions. <i>Journal of Consulting and Clinical Psychology</i>, 88(3), 179–195. https://doi.org/10.1037/ccp0000482
Session 11	Social determinants of health Social inequalities and health inequalities. The case of US and Spain	- Marmot, M. G. (2006). Status Syndrome. <i>JAMA</i>, 295(11), 1304. https://doi.org/10.1001/jama.295.11.1304 - Mackenbach, J. (2020). Re-thinking Health inequalities. <i>European Journal of Mental Health</i>, 30(4), 614. - Mackenbach, J. P. (2017). Nordic paradox, Southern miracle, Eastern disaster: persistence of inequalities in mortality in Europe. <i>European journal of public health</i>, 27(suppl_4), 14–17.
Session 12	Gender and Health Inequities	- Pillay, S. R., Ntsetmen, J. M., & Nel, J. A. (2022). Queering global health: an urgent call for LGBT+ affirmative practices. <i>The Lancet Global Health</i>. - Lancet, T. (2019). Raising the profile of men's health. <i>Lancet (London, England)</i>, 394(10211), 1779. https://www.weforum.org/agenda/2023/01/women-health-gap-davos-2023/

Session 13	Mid Term review	Review reading guide responses, lectures and notes
Session 14	Midterm exam	
Session 15	Health Promotion 2	Woodall, J. & Cross, R. (2021) Planning and designing health promotion programmes in <i>Essentials of Health Promotion</i> (First Edition ed.pp
Session 16	Individual Presentations	
Session 17	Individual presentations	
Session 18	Guest Speaker 2	Prepare the assigned activity
Session 19	Global Mental Health	- Henking,C., Reeves, A. & Chrisinger,B. (2023) Global inequalities in mental health problems: understanding the predictors of lifetime prevalence, treatment utilisation and perceived helpfulness across 111 countries, <i>Preventive Medicine</i> Vol. 177 Pp 107769 - - Okoli, C. (2023). Inclusive Mental Health Care Is Responsive Health Care. <i>Journal of the American Psychiatric Nurses Association</i>, 29(1), 79-82 - Wang, X., Cai, L., Qian, J. <i>et al.</i> (2014) Social support moderates stress effects on depression. <i>Int J Ment Health Syst</i> 8, 41. https://doi.org/10.1186/1752-4458-8-41
Session 20	Macro-social Influences on Health	Marks, D., Murray, M., Estacio, E., Annunziato, R., Locke, A., & Treharne, G. (2024).Macrosocial influences. In <i>Health Psychology:Theory, Research & Practice</i> (Seventh Edition ed., pp. 79-104). SAGE Publications Ltd.
Session 21	Application of Heath Psychology in a global context: Cultural Trauma and health disparities	Subica, A. M., &Link, B. G. (2022). Cultural trauma as a fundamental cause of health disparities. <i>Social Science & Medicine</i>, 292, 114574. https://doi.org/10.1016/j.socscimed.2021.114574
Session 22	Group presentations	
Session 23	Group Presentations	
Session 24	Review of course	Prepare assigned activities

COURSE-RELATED TRIPS: TBC

REQUIRED READINGS:

- Boyce, W. T., Sokolowski, M. B., & Robinson, G. E. (2020). Genes and environments, development and time. *Proceedings of the National Academy of Sciences*, 117(38), 23235–23241. <https://doi.org/10.1073/pnas.2016710117>
- Dalglish, T., Black, M., Johnston, D., & Bevan, A. (2020). Transdiagnostic approaches to mental health problems: Current status and future directions. *Journal of Consulting and Clinical Psychology*, 88(3), 179–195. <https://doi.org/10.1037/ccp0000482>
- Erol, S., Gur, K., Karaca, S., Çalik, K. B., Uzuner, A., & Apaydin Kaya, Ç. (2023). Risk factors affecting the mental health of first-year university students on a health sciences campus and related factors. *The Journal of Mental Health Training, Education and Practice*, 18(2), 146–157. <https://doi.org/10.1108/JMHTEP-03-2022-0015>
- Genetics, epigenetics and early life development. (2021). In *Health psychology: Theory, research, and practice* (6th ed.). SAGE.
- González-Díaz, S., Arias-Cruz, A., Elizondo-Villarreal, B., & Monge-Ortega, O. P. (2017). Psychoneuroimmunoendocrinology: Clinical implications. *World Allergy Organization Journal*, 10, 1–13. <https://doi.org/10.1186/s40413-017-0151-x>
- Hatala, A. R. (2012). The status of the “biopsychosocial” model in health psychology: Towards an integrated approach and a critique of cultural conceptions. *Open Journal of Medical Psychology*, 1(4), 51–62. <https://doi.org/10.4236/ojmp.2012.14009>
- Havelka, M., Lučanin, J. D., & Lučanin, D. (2009). Biopsychosocial model—The integrated approach to health and disease. *Collegium Antropologicum*, 33(1), 303–310.
- Henking, C., Reeves, A., & Chrisinger, B. (2023). Global inequalities in mental health problems: Understanding the predictors of lifetime prevalence, treatment utilisation and perceived helpfulness across 111 countries. *Preventive Medicine*, 177, 107769. <https://doi.org/10.1016/j.ypmed.2023.107769>
- Henrich, L. C., Antypa, N., & Van den Berg, J. F. (2023). Sleep quality in students: Associations with psychological and lifestyle factors. *Current Psychology*, 42(6), 4601–4608. <https://doi.org/10.1007/s12144-021-01801-9>
- Lancet, T. (2019). Raising the profile of men's health. *The Lancet*, 394(10211), 1779. [https://doi.org/10.1016/S0140-6736\(19\)32734-4](https://doi.org/10.1016/S0140-6736(19)32734-4)
- Lehrner, A., & Yehuda, R. (2018). Cultural trauma and epigenetic inheritance. *Development and Psychopathology*, 30(5), 1763–1777. <https://doi.org/10.1017/S0954579418001153>
- Liutsko, L., Leonov, S., Pashenko, A., & Polikanova, I. (2024). Is frequency of practice of different types of physical activity associated with health and a healthy lifestyle at different ages? *European Journal of Investigation in Health, Psychology and Education*, 14(1), 256–271. <https://doi.org/10.3390/ejihpe14010017>
- Mackenbach, J. P. (2017). Nordic paradox, Southern miracle, Eastern disaster: Persistence of inequalities in mortality in Europe. *European Journal of Public Health*, 27(Suppl. 4), 14–17. <https://doi.org/10.1093/eurpub/ckx163>
- Mackenbach, J. P. (2020). Re-thinking health inequalities. *European Journal of Public Health*, 30(4), 614–620. <https://doi.org/10.1093/eurpub/ckaa095>
- Marks, D. F., Murray, M., Estacio, E. V., Annunziato, R. A., Locke, A., & Treharne, G. J. (2024). Macrosocial influences. In *Health psychology: Theory, research & practice* (7th ed., pp. 79–104). SAGE Publications.
- Marks, D. F., Murray, M., Estacio, E. V., Annunziato, R. A., Locke, A., & Treharne, G. J. (2024). Information, communication and health literacy. In *Health psychology: Theory, research & practice* (7th ed., pp. 295–314). SAGE Publications.
- Marmot, M. G. (2006). Status syndrome. *JAMA*, 295(11), 1304–1307. <https://doi.org/10.1001/jama.295.11.1304>
- Okoli, C. T. C. (2023). Inclusive mental health care is responsive health care. *Journal of the American Psychiatric Nurses Association*, 29(1), 79–82. <https://doi.org/10.1177/10783903221144377>
- Pillay, S. R., Ntsetmen, J. M., & Nel, J. A. (2022). Queering global health: An urgent call for LGBT+ affirmative practices. *The Lancet Global Health*, 10(5), e574–e575. [https://doi.org/10.1016/S2214-109X\(22\)00132-5](https://doi.org/10.1016/S2214-109X(22)00132-5)
- Sapolsky, R. M. (2022). *Why zebras don't get ulcers: Why we do* [Video]. YouTube. [YouTube](https://www.youtube.com/watch?v=...)
- Subica, A. M., & Link, B. G. (2022). Cultural trauma as a fundamental cause of health disparities. *Social Science & Medicine*, 292, 114574. <https://doi.org/10.1016/j.socscimed.2021.114574>
- Wang, X., Cai, L., Qian, J., & Peng, J. (2014). Social support moderates stress effects on depression. *International Journal of Mental Health Systems*, 8, Article 41. <https://doi.org/10.1186/1752-4458-8-41>
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- Woodall, J., & Cross, R. (2021). Planning and designing health promotion programmes. In *Essentials of health promotion* (1st ed.). SAGE Publications.

RECOMMENDED READINGS:

- Apicella, C.L., Marlowe, F.W., Fowler, J.H., and Christakis, N.A. (2012). Social Networks and Cooperation in Hunter Gatherers. *Nature*, 481, pp. 497-501.
 - Frankl, V. (1985). *Mans Search for Meaning*. New York: Basic Books.
- Marmot, M. (2015). *Status Syndrome*. London: Bloomsbury
- Marmot, M. (2015). *The Health Gap*. London: Bloomsbury
- Sapolsky, R. M. (2017). *Behave: The biology of humans at our best and worst*. Penguin Books.
- https://www.sanidad.gob.es/areas/promocionPrevencion/entornosSaludables/local/estrategia/herramientas/docs/HealthPromotionBBPPreport_D5.pdf
- https://www.who.int/health-topics/health-promotion#tab=tab_1
- <https://www.emro.who.int/about-who/public-health-functions/health-promotion-disease-prevention.html>
- <https://eurohealthobservatory.who.int/publications/m/spain-country-health-profile-2025>