



PS 343 PSYCHOLOGY, HEALTH AND WELL-BEING: MOVING BEYOND JUST TREATING MENTAL DISORDERS
IES Abroad Spain

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. We will cover evidence supporting the role of psychosocial determinants of health, and chronic stress as the underlying mechanism. In class presentations are designed to enhance critical thinking and awareness of key topics such as placebo effect, type A personality, social support, and socioeconomic status

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: none

ADDITIONAL COST: none

METHOD OF PRESENTATION:

A combination of the following methods will be used during classes: Lectures and online discussion in seminar format. Most of the materials used in class, as well as any other relevant materials, will be available for students on the IES Abroad Salamanca Moodle platform (<https://moodle.iesabroad.org/login/index.php>).

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course participation - 10%
- Midterm Exam - 20%
- Final Exam - 20%
- Research Paper - 10%
- Oral presentation - 10%
- Journal -20%
- Course-Related Activities: Interview-video + Guest speaker -10%

Course Participation

Attendance and active participation in class are expected. Asynchronous sessions are scheduled from 6:30 to 8pm on Mondays and synchronous sessions from 6:30 to 8pm on Wednesdays)

Midterm Exam

Essay on one question related to the contents of the class (students will choose between 3).

Final Exam

Essay on one question related to the contents of the class (students will choose between 3).

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 Spain Medical Care. It must be written in APA style (7th edition) and submitted online with 1.000 words length (title page and references of, at least, 3 scientific articles, included). A review of literature is strongly recommended.

Oral Presentation



A power-point/keynote presentation of the research paper is required, including the following sections: title, background, aim, methods, results/conclusions, and references.

Journal

Daily and complete description and personal reflection for the course content and activities.

Field Study Activities:

1. Interview: First, interview 10 people from Salamanca about what health is for them and how to best improve their health. Then, record a 3-5’ length video summarizing your findings and discussing how the content of the course challenges, improves or expands those answers (e.g. answers tend to fit the biomedical model of health underlying the importance of physical health, whereas the course focuses on biopsychosocial model of health highlighting psychosocial factors involved in health.
2. Guest speaker.

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 placebo effect and recent findings from the field of psychoneuroimmunology.
- Revisit the nature-nurture debate from an epigenetic perspective and its implications in health.
- Understand the basic principles underlying human mental health.
- Critically discuss the use of type A personality
- Analyze the nature and scale of stress and social determinants of health
- Understand the role of social support on health.

SUSTAINABLE DEVELOPMENT GOALS (SDGs) - “Salamanca Sensible”:

The aim of this course is directly related to Sustainable Development Goal 3 of the 2030 Agenda for Sustainable Development, this is, to “ensure healthy lives and promoting well-being for all at all ages”.

ATTENDANCE POLICY:

Attendance is mandatory for all IES Abroad Salamanca classes. Each student will be allowed only one unexcused absence throughout the whole course. For each unexcused absence beyond this there will be a reduction in the final grade. Students who are late to class on a regular basis may also receive a reduction in their final grade. Students are encouraged to actively participate in class and expected to spend approximately two hours of preparation for session in assigned readings. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies.

CONTENT:

Week	Content	Assignments and Readings
Week 1	About Health Session 1 (asynchronous): Introduction to the course and the concept of health from the biomedical and biopsychosocial perspectives	<ul style="list-style-type: none"> • Havelka, <u>Biopsychosocial model- The integrated approach to health and disease</u>. pp. 303-310.
	Session 2 (synchronous): The mind-body link: Psychoneuroimmunology and the placebo effect	<ul style="list-style-type: none"> • Ader, <u>Psychoneuroimmunology: interactions between the nervous system and the immune system</u>. pp. 99-103.

Week 2	The role of genes and environment in health Session 3 (asynchronous). Nature vs Nurture debate,	<ul style="list-style-type: none"> Weinhold. <u>Epigenetics: The Science of Change</u>. pp. 160–167.
	Session 4 (synchronous). Human social epigenetics	<ul style="list-style-type: none"> Cole. <u>Social regulation of human gene expression: mechanisms and implications for public health</u>. pp. 103, 84–92.
Week 3	Health-risk and health-protective behaviors Session 5 (asynchronous). Health-risk behaviors	<ul style="list-style-type: none"> Danaei, <u>The Preventable Causes of Death in the United States: Comparative Risk Assessment of Dietary, Lifestyle, and Metabolic Risk Factors</u>. Pp. 58-81.
	Session 6 (synchronous). Health-protective behaviors	<ul style="list-style-type: none"> Spring, <u>Multiple health behaviors: overview and implications</u>. pp. 3-10.
Week 4	Basic Principles in mental health Session 7 (asynchronous). From a DSM governed protocol for syndrome approach to process-based interventions.	<ul style="list-style-type: none"> Dalgleish et al. <u>Transdiagnostic approaches to mental health problems: Current status and future directions</u>. Pp. 179–195.
	Session 8 (synchronous). Psychological (in)flexibility and health: experiential avoidance and valued based behavior	<ul style="list-style-type: none"> Chawla, <u>Experiential avoidance as a functional dimensional approach to psychopathology: an empirical review</u>. pp. 871–890. Kashdan. <u>Psychological Flexibility as a Fundamental Aspect of Health</u>. pp. 865–878.
Week 5	Stress, work and health Session 9. The stress response	<ul style="list-style-type: none"> Sapolsky, <u>Stress hormones: good and bad</u>. pp. 540-542.
	Session 10. Stress, work and health	<ul style="list-style-type: none"> Ferrie, <u>Employment status and health after privatization in white collar civil servants: prospective cohort study</u>. pp. 647–651.
Week 6	Session 11 (asynchronous). Mid-term tutoring hours	Mid-term exam
	Session 12 (synchronous). Mid-term exam	Mid-term exam
Week 7	Stress moderators Session 13. Stress prone Type A personality	<ul style="list-style-type: none"> Friedman, <u>Type A behavior pattern. Some of its pathophysiological components</u>. pp. 593-604.
	Session 14. Social support	<ul style="list-style-type: none"> Kiecolt-Glaser, <u>Negative behavior during marital conflict is associated with immunological down-regulation</u>. pp. 395-404.

Week 8	National festivity (no class)	
	Social determinants of health Session 15 (synchronous). Social inequalities and health inequalities. The case of US and Spain	<ul style="list-style-type: none"> Marmot, <u>Status Syndrome A Challenge to Medicine</u>. pp. 1304-1307. Mackenbach, <u>Mind the gap - hierarchies, health and human evolution</u>. pp. 684. Córdoba-Doña, <u>Economic crisis and suicidal behaviour: the role of unemployment, sex and age in Andalusia, Southern Spain</u>. pp. 55-73.
Week 9	Health promotion Session 16 (asynchronous). Individual vs social approach. From changing bad habits to fairer societies	<ul style="list-style-type: none"> Levesque, <u>Stage of Change for Making an Informed Decision about Medicare Health Plans</u>. pp. 1372–1391. Wakwfield, <u>use of mass media campaigns to change health behaviour</u>. pp. 1261–1271.
	Session 17 (synchronous). Guest speaker (course related activity)	
Week 10	Session 18 (asynchronous). Interview about health and video-summary (Course-related activity)	
	Session 19. Research paper presentations	Research paper presentations (4 students x 20´ each presentation)
Week 11	Session 20. Research paper presentations	Research paper presentations (4 students x 20´ each presentation)
	Session 21. Research paper presentations	Research paper presentations (4 students x 20´ each presentation)
Week 12	Session 22. Research paper presentations	Research paper presentations (4 students x 20´ each presentation)
	Session 23. Research paper presentations	Research paper presentations (4 students x 20´ each presentation) Deadline for submitting “Interview-video”+ “guest speaker summary”.
Week 13	Session 24. Final exam	

FIELD STUDY ACTIVITIES:

- Health interviews. Students will interview a sample of between 5 and 10 people about how to define health and how to best improve health. Then based on their answers, students will record a brief video (3´) discussing which model of health (biomedical or biopsychosocial) fits better with those descriptions and how to enrich their answers based on the contents of the course.
- Guest speaker “Ananda Zeas Sigüenza”

REQUIRED READINGS:

- Ader, R., Cohen, N., Felten, D. L. (1994). Psychoneuroimmunology: interactions between the nervous system and the immune system. *Lancet*, 345, pp. 99-103.
- Chawla N, Ostafin BD. (2007). Experiential avoidance as a functional dimensional approach to psychopathology: an empirical review. *Journal of Clinical Psychology*, 63, pp. 871–890.
- Córdoba-Doña et al. (2014). Economic crisis and suicidal behaviour: the role of unemployment, sex and age in Andalusia, Southern Spain *International Journal for Equity in Health*, 13, pp. 55-73.
- Cole S. W. (2013). Social regulation of human gene expression: mechanisms and implications for public health. *American journal of public health*, 103, 84–92.
- Danaei, G., Ding, E. L., Mozaffarian, D., Taylor, B., Rehm, J., Murray, C. J. L., & Ezzati, M. (2009). The Preventable Causes of Death in the United States: Comparative Risk Assessment of Dietary, Lifestyle, and Metabolic Risk Factors. *PLoS Medicine*, 6, pp. 58-81.
- Dalgleish, 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.
- Fiedman, M. (1977). Type A behavior pattern. Some of its pathophysiological components. *Bulletin of the New York Academy of Medicine*, 53, pp. 593-604.
- Havelka, M., Lucanin, J.D., Lucanin, D. (2009). Biopsychosocial model- The integrated approach to health and disease. *Collegium Antropologicum*, 33, pp. 303-310.
- Kiecolt-Glaser, J., Malar, J., Chee, M., Newton, T., Cacioppo, J., Mao, H., Glaser, R. (1993). Negative behavior during marital conflict is associated with immunological down-regulation. *Psychosomatic Medicine*, 55, pp. 395-404.
- Kashdan, T. B. (2010). Psychological Flexibility as a Fundamental Aspect of Health. *Clinical Psychology Review*, 30, pp. 865–878.
- Levesque, D. A., Cummins, C. O., Prochaska, J. M., & Prochaska, J. O. (2006). Stage of Change for Making an Informed Decision about Medicare Health Plans. *Health Services Research*, 41, pp. 1372–1391.
- Marmot, M. (2006). Status Syndrome A Challenge to Medicine. *Journal of American Journal Association*, 295(11), pp. 1304-1307.
- Michie, S. & Abraham, C. (2004). Interventions to change health behaviours: evidence-based or evidence-inspired? *Psychology & Health*, 19, pp. 29-49
- Sapolsky, R.M. (2000). Stress hormones: good and bad. *Neurobiology of disease*, 7, 540-542.
- Spring, B., Moller, A.C., Coons, M.J. (2012). Multiple health behaviors: overview and implications. *Public Health*, 34, 3-10.
- Wakwfield, M.A., et al. (2010). Use of mass media campaigns to change health behaviour. *Lancet*, 376, pp. 1261–1271.
- Weinhold, B. (2006). Epigenetics: The Science of Change. *Environmental Health Perspectives*, 114, pp. 160–167.

RECOMMENDED READINGS:

- Ader, R., Felten, D. L., & Cohen, N. (2001). *Psychoneuroimmunology*, (3rd edition). San Diego: Academic Press.
- 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.
- Biglan, A., (2015). *The Nurture Effect: How the Science of Human Behavior Can Improve Our Lives & Our World*. Oakland, CA: New Harbinger Publications.
- Dawes, C. T., Fowler, J. H., Johnson, T., McElreath, R. & Smirnov, O. (2007). Egalitarian motives in humans. *Nature*, 446, pp. 794–796.
- Frankl, V. (1985). *Mans Search for Meaning*. New York: Basic Books.
- Karasek, R.A., and Theorell, T. (1990). *Healthy Work: stress, productivity and the reconstruction of working life*. New York: Basic.
- Lovallo, W. R. (2005). *Stress & Health. Biological and Psychological Interactions*. London: Sage Publications Ltd.
- Morrison, V. & Bennett, P. (2012). *An Introduction to Health Psychology* (3rd edition). London, UK: Prentice Hall.
- Prochaska, J.O., Norcross, J.C., Diclemente, C.C. (2007). *Changing for good. A revolutionary six stages program for overcoming bad habits and moving your life positively forward*.
- Rollnick, S. Miller, W.R., Butler, C.C. (2008). *Motivational interviewing in health care: Helping patients change behavior*. Guilford Press: New York.



- Sapolsky, Robert M. (1994). Why Zebras Don't Get Ulcers. New York: W.H. Freeman & Co.