



Boston University Study Abroad

London

Health and Wellness through the Lifespan

SAR HP 522 (Elective B)

Course description and objectives

This course aims to explore concepts of health and wellbeing and to examine important social, cultural and psychological factors impacting on health and wellbeing across the lifespan. Particular attention will be given to issues and research relating to the UK. Some of the themes running through the course will be the value of engagement in creative arts activities for wellbeing and health; the importance of social determinants of health; mental health; and occupational health (e.g. the health of musicians and health professionals). Efforts will also be made to link reading and discussion within the course, to students' on-going experiences in their internship placements. Throughout the course, you will be encouraged to ask lots of questions, and think critically about concepts, ideas, and research evidence, through discussions and evaluation of various papers. You will gain increased knowledge of a range of selected contemporary health and social challenges, and the ways in which relevant research has influenced government policy and practice. In addition to academic study, you will have the opportunity to learn directly from field visits and guest speakers addressing the very issues discussed in the classroom. An emphasis will also be placed on developing skills in teamwork and collaboration, through group projects focussing on critical evaluations of academic papers and an assessed presentation at the end of the seminar.

Educational Strategies

The course will encourage critical engagement with the ideological underpinnings, core ideas and methods of scientific inquiry, and questions of relevance to contemporary debates around social policy and strategy in addressing pressing issues affecting communities and individuals in Britain today.

- Each session will start with an interactive review of the course so far, with opportunities to reflect on what has been learned, especially if the previous session involved a visit or visiting speaker. This review process will be helpful with respect to the formative assessment of student engagement and learning, but also in looking forward to elements of the summative assessment. This will also be an opportunity to ensure that you are fully aware of what is expected in producing a reflective account and the criteria by which it will be assessed.
- Following this, a short lecture presentation will be given, supported by slides, which will start with a statement of the specific objectives to be met within the session, leading to slides outlining some key ideas.
- Where a film is shown, active learning will be encouraged by providing a framework for watching the film. Group members asked to make notes on issues they see illustrated or commented on, to encourage attentiveness. If the film is longer than half an hour, it may be paused once or twice for reactions and discussion.
- For sessions involving analysis of selected research papers ('Journal Clubs'), you will be briefed as work outside class to read the paper and identify strengths, limitations, and implications of the paper (look out for 'Required pre-session readings'). Then, in class, you will be asked to engage in active learning through sharing views of the paper in pairs or small

groups, before a facilitated whole group discussion to compile a full set of strengths and weaknesses, concluding with an overall measured assessment. Pair or small group work may be structured in a jigsaw manner, with one group discussing the background and aims of a study, another the methods, a third the analysis and findings and a fourth the conclusions and implications drawn.

- A central educational strategy in the course is to organise active learning through small teams. The aim will be to create group presentations based on the work of leading British researchers and/or notable initiatives. Guidelines will be given for creating and delivering a presentation, and discussion with groups in class will serve a formative function to help ensure that groups produce a well-structured set of slides and identify key issues to raise in discussion with the group as a whole.
- Educational visits are a key component of this course and aim to encourage experiential learning and reflection. All visits will be discussed in class beforehand and afterwards, so that you can share expectations and insights achieved, and be clear about the assessment requirements associated with the visits.
- An element of team-teaching is built into the course, in the form of visiting speakers on specialist topics, and also the opportunity for you to hear from professionals and lay individuals in the course of course visits.

You are expected to:

- Engage actively with the set reading, activities and class discussions
- Respect the guidelines laid down regarding use of mobile phones and laptops
- Respect any ground-rules set by the group in connection with discussion of sensitive topics
- Do all the pre-session reading required
- Actively seek clarification on any aspects of course work or assessment that you are not clear about
- Work in a spirit of positive collaboration with peers
- Practice your oral delivery for presentations to ensure it is clear and engaging
- Proof-read your work before submitting and ensure that any sources referred to in the text are properly cited

Grading

The following Boston University table explains the grading system that is used by most faculty members on Boston University's Study Abroad London Programmes.

<u>Grade</u>	<u>Honour Points</u>	<u>Usual %</u>
A	4.0	93-100
A-	3.7	89-92
B+	3.3	85-88
B	3.0	81-84
B-	2.7	77-80
C+	2.3	73-76
C	2.0	69-72
C-	1.7	65-68
D	1.0	60-64
F	0.0	Unmarked

Grading Criteria

‘Incomplete’ or **I** grades are not permitted because of the obvious difficulty in making up missed work once the student has left the country. All work must be completed on time. We also do not allow **‘Audits’** (AU), **‘Withdrawals’** (W), or **‘Pass/Fail’** (P) grades.

The grades reflect the quality of the work. Lecturers and students should use the following criteria for an understanding of what each grade means.

A This exceptional grade is assigned only to work that has persistently outstanding quality in both substance and presentation. The student must demonstrate a sustained capacity for independent thought and extensive study, producing rigorous and convincing analyses in well-ordered prose.

A- Awarded to work that is clearly focused and analytical, and based on wide reading. The student must cover all the principal points of a question and systematically develop a persuasive overall thesis, allowing for one or two venial omissions or inapt expressions.

B+, B, B- This range of grades indicates that the student has shown some evidence of original thought and intellectual initiative. The student has cited sources beyond the class materials, and shown a degree of originality in perception and/or approach to the subject. The work will show thoughtful management of material, and a good grasp of the issues. The differences between a B+, a straight B and a B- may reflect poor presentation of the material, or mistakes in punctuation, spelling and grammar.

C+, C, C- Work in this grade range is satisfactory, but uninspiring. If the work is simply a recitation of the class materials or discussions, and shows no sign of genuine intellectual engagement with the issues, it cannot deserve a higher grade. Should an essay fail to provide a clear answer to the question as set, or argue a position coherently, the grade will fall within this range.

Quality of presentation can lift such work into the upper levels of this grade range. Work of this quality which is poorly presented, and riddled with errors in grammar, spelling and punctuation, will fall into the lower end of the range. To earn a C grade, the work must demonstrate that the student is familiar with the primary course material, be written well enough to be readily understood, be relevant to the assignment, and, of course, be the student’s own work except where properly cited.

D A marginal pass can be given where some but not all the elements of the course have been completed satisfactorily.

F The failing grade indicates the work is seriously flawed in one or more ways:

- Obvious lack of familiarity with the material
- So poorly written as to defy understanding
- So brief and insubstantial that it fails to properly address the subject
- Material presented is not relevant to the assignment
- Demonstrates evidence of plagiarism (see following section in Academic Conduct Code)

Please refer to the Academic Handbook for detailed grading criteria and policies on plagiarism. This can be accessed via Blackboard Learn: <http://learn.bu.edu>

** Final Grades are subject to deductions by the Academic Affairs Office due to unauthorised absences.*

Attendance Policies

Classes

All Boston University London Programme students are expected to attend each and every class session, seminar, and field trip in order to fulfill the required course contact hours and receive course credit. Any student that has been absent from two class sessions (whether authorised or unauthorised) will need to meet with the Directors to discuss their continued participation on the programme.

Authorised Absence:

Students who expect to be absent from any class should notify a member of Academic Affairs and complete an Authorized Absence Approval Form 10 working days in advance of the class date (except in the case of absence due to illness for more than one day. In this situation students should submit the Authorised Absence Approval Form with the required doctor's note as soon as possible). The Authorised Absence Approval Request Form is available from:
<http://www.bu.edu/london/report-absence/>

Please note: Submitting an Authorised Absence Approval Form does not guarantee an authorised absence

Students may apply for an authorised absence only under the following circumstances:

- **Illness (first day of sickness):** If a student is too ill to attend class, the student must phone the BU London Student Affairs Office (who will in turn contact the student's lecturer).
- **Illness (multiple days):** If a student is missing more than one class day due to illness, the student must call into to the BU London Student Affairs Office each day the student is ill. Students must also provide the Student Affairs office with a completed Authorised Absence Approval Form and a sick note from a local doctor excusing their absence from class.
- Important placement event that clashes with a class (verified by internship supervisor)
- Special circumstances which have been approved by the Directors (see note below).

The Directors will only in the most extreme cases allow students to leave the programme early or for a significant break.

Unauthorised Absence:

Any student to miss a class due to an unauthorised absence will receive a **4% grade** penalty to their final grade for the course whose class was missed.

This grade penalty will be applied by the Academic Affairs office to the final grade at the end of the course. As stated above, any student that has missed two classes will need to meet with the Directors to discuss their participation on the programme as excessive absences may result in a 'Fail' in the class and therefore expulsion from the programme.

Religious Holidays

Boston University's Office of the University Registrar states:

'The University, in scheduling classes on religious holidays and observances, intends that students observing those traditions be given ample opportunity to make up work. Faculty members who wish to observe religious holidays will arrange for another faculty member to meet their classes or for cancelled classes to be rescheduled.'

Special Accommodations

Each student will need to contact the Disability & Access Services to request accommodations for the semester they are abroad. Students are advised by BU-DAS not to expect the same accommodations as they receive on campus.

BU London can only uphold special accommodations if we have received the appropriate

documentation from the BU-DAS. We cannot accept letters from other universities/centres.

All disabilities need to be known to the DAS in Boston if they are to be used as a reason for requiring a change in conditions, i.e. reduced internship hours or special accommodations for the internship schedule.

Lateness

Students arriving more than 15 minutes after the posted class start time will be marked as late. Any student with irregular class attendance (more than two late arrivals to class) will be required to meet with the Associate Director for Academic Affairs and if the lateness continues, may have his/her final grade penalised.

