

HLTH101-19S1 Introduction to Health Studies

Course Information for On Campus & Distance Students

Welcome to Hlth101: Introduction to Health Studies. We look forward to sharing with you the excitement that comes from understanding the many health issues affecting people locally and around the world.

A broad ranging team of experts teaches this course, drawing on both conceptual and practical knowledge and experience. Your course teaching team comes from the College of Arts, the School of Health Sciences, the College of Science, and health agencies around the city.

Hlth101 is an interesting and useful course for those working towards a BA, BSc or any other degree. It is also a foundational course for the Bachelor of Health Sciences. If you are interested in the BHSc, contact Student Advisors (College of Education, Health and Human Development) Ph. (03) 369 3333 Email: educationadvice@canterbury.ac.nz.

Learning Outcomes

Students who complete the course will understand:

- health determinants including social, economic and political determinants
- health inequalities in Aotearoa New Zealand, and current measures to address them;
- ways in which we can measure health;
- which strategies work best for promoting health, and why;
- the use and evaluation of health policies in Aotearoa New Zealand.

Course coordinator

The course coordinator is Dr Carolyn Mason. Carolyn's specialty is bioethics. She has been a member of committees evaluating the ethics of health research and the use of artificial reproductive technologies. In addition to lecturing and tutoring, she is available to answer questions about the course, and organises the course and assessments. Carolyn's office is 602 in the Karl Popper building, office hours Tuesday 9-11, email: carolyn.mason@canterbury.ac.nz, external phone: 03 3694330, internal phone: 94330. Skype contact name: carolyn.mason@canterbury.ac.nz.

Tutor

Roseanna Brailsford has completed a Master's degree in Public Health, and has an interest in health promotion. Roseanna is excellent at tutoring, helping students understand course material, helping with assignment preparation, and grading assignments. As well as lecturing and marking for Hlth101, Roseanna Brailsford will give a lecture and run some of the tutorials. Roseanna will discuss essay plans, but not read drafts of essays. Roseanna will tell you her office for meeting students and her office hours in tutorials. Email Roseanna if you don't know her office hours or can't meet her at those times: roseanna.brailsford@canterbury.ac.nz.

Student representative

A student representative for Hlth101 will be chosen early in term 1, and this person's contact details will be made available to all students on Learn. Please consider whether you would like to be the class representative and come to the lecture prepared to put your hand up for the role. If you become the student representative, make sure you add it to your CV or your co-curricular record.

If you have any concerns about Hlth101 that you wish to express anonymously, we hope you will speak to the student rep for the course.

Learn

The Learn website for Hlth101 will have news, lecture notes, course readings, assessment information and submission links for essays and reports.

Course structure (on campus students)

Hlth101 uses three main teaching contexts: lectures, tutorials, and independent research and writing. The course is team-taught, which means that lectures are delivered by a variety of lecturers. Tutorials integrate this wide range of material and assist students with understanding assignments.

Lectures are **Tuesday, 1-3pm**. Check the online course information system for the room.

Tutorials are offered at several different times. You can either pick a tutorial time through the “My timetable” link or you can wait and be automatically assigned to a tutorial group. You can change your tutorial through the “My timetable” link. If you **cannot** attend tutorials at the given times, please contact Carolyn Mason as soon as possible. **Regularly check the course information system for your tutorial room as room bookings may change.**

Apart from lectures and tutorials, expect to spend about **115 hours** engaged in independent reading, research and writing across the semester.

Course structure (distance students)

Distance students have a different learning environment from the on campus students.

- The lectures will be available through the ECHO360 link on Learn.
- Instead of tutorials, distance students will complete 10 forum entries. The topics will include reflections on lectures and readings and skill-based tasks. These should not take longer than 50 minutes – spend longer only if you wish to do so.
- Distance students living in Christchurch are welcome to attend tutorials on campus if they wish.
- In exceptional circumstances, on campus students can complete the forum entries rather than attend tutorials.
- Distance students can correspond with the lecturer and each other through the Learn distance discussion forum, or contact the lecturer using email, phone or skype. The phone message system works very well, so don't hesitate to leave a message if the course coordinator is not available.
- It is recommended that distance students buy a copy of the text book, however books are available for loan through the library.
- The course has a final exam. Distance students living in Christchurch should come to the University of Canterbury for the exam if this is possible. Distance students who cannot come to the University of Canterbury for the exam will need to arrange a place and supervisor for their exam. Contact Barbara Albertson, barbara.albertson@canterbury.ac.nz for more information.

Textbook

Jennie Naidoo & Jane Wills (2015). *Health Studies: An Introduction*. Palgrave Macmillan.

Assessment

Assignment	Tutorial Attendance Forum entries for Distance students	Research and Citation Quiz	Essay	Report Plan	Report	Examination
Weighting	5%	5%	25%	5%	30%	30%
Workload	10 sessions or 10 entries	Short Online Quiz	1500 words	250 – 400 words	2000 words	2 hours
Due date	Weekly	Opens 9am, 6 March Due 5pm, 9 March	5 Apr, 5pm	13 May, 5pm	31 May, 5pm	TBA

Tutorial Attendance (on campus students)

Your tutorial grade will be determined by attendance. You will gain 0.5 of a percentage point for every tutorial you attend. Email your tutor if you have a good reason for not attending your tutorial and would like to make up for it by completing an alternative piece of work.

Tutorial times:

- Tuesday 4:00-4:50 pm
- Thursday 3:00-3:50 pm
- Friday 10:00-10:50 am

Forum Entries (distance students)

In place of tutorials, distance students will write up to ten weekly forum entries of 300-400 words. The course is twelve weeks long, so two of the possible twelve journal entries can be skipped without affecting students' grades. Each forum entry will be a response to questions that relate to the lectures and the skills focussed on in tutorials. Forum entries must be submitted by Friday noon of each week. There will be an online forum on Learn that all distance students are subscribed to, but if students feel uncomfortable sharing a response on the forum, it can be emailed to the course co-ordinator.

Online Research and Citation Skills Quiz

The quiz is available on Learn from 6th March at 9am until the 9th March at 5pm. The quiz is on research and writing skills. It provides information on how to find good research material for assignments and reference correctly. Any failed questions can be retaken to improve the final grade. The quiz is worth 5% of the final grade for the course.

Essay

The essay is 1500 words long, plus or minus 10%. (This is worth 25% of your final grade, and is due 5th April at 5pm). Essays are submitted electronically through Learn, and are processed using Turnitin, a programme which detects plagiarism. Do not submit a hard copy of the essay. Feedback and the grade will be given through Learn.

Students must not include sections copied from essays written for other courses. Any sections that are the same as those in another essay will be deleted from the essay before it is graded. In particular, Hlth106 students should consider choosing a different topic for Hlth101 assignments.

Answer **one** of the following essay questions:

1. Explain and critically discuss the determinants of health that best account for the leading causes of death in New Zealand. How should NZ respond to these causes of death?
2. How does culture influence and shape health? Critically discuss this question in relation to one or more cultural groups in Aotearoa New Zealand. Do not use ethnicity as the sole defining feature of belonging to a cultural group.
3. Critically discuss the claim that obesity is a health problem. Critically evaluate one way in which researchers or policy proposers have argued New Zealand should respond to the increasing levels of obesity in this country. Make it clear in your essay that you understand the ways in which both the proposed response to obesity that you examine and your evaluation of that response relate to the various determinants of health.

Formatting:

- Essays **MUST** be appropriately referenced and in a file format the Turnitin system can recognise (you **MUST** use a .doc, .docx or .rtf file format).
- Refer to the referencing and citations tab on the UC library homepage, and follow the APA 6th style of referencing.
- Use a clear font, not a fancy or frilly one. The essay may be double spaced, 1.5 spaced, or single spaced, whichever you prefer.
- Put your name, student number and the essay question on the first page of your essay.

Report Plan

The report plan is due on the 13th of May at 5pm. This assignment is designed to help you think through your research question, how you are going to structure your report and what key research sources you will include. The report should be 250– 400 words long. Feedback on this plan is intended to help you with your report. The sooner you hand the plan in, the sooner you will get your feedback. See the report topics and criteria below to determine the nature of the report you are planning.

Report

The 2000 word report explores one health issue from a choice of eight topics. The report is worth 30% of your final grade and due on the 31st of May at 5pm.

Students must not include sections copied from essays written for other courses. Any sections that are the same as those in another essay will be deleted from the essay before it is graded. In particular, Hlth106 students should choose a different topic for Hlth101 and Hlth106 assignments.

Choose one of these research topics:

1. Active transport
2. Anxiety and/or depression
3. Asthma
4. Bacteria, social practices and health
5. Healthy sexuality
6. Problematic substance use

7. Rheumatic fever
8. Type 2 diabetes

It is important to narrow down your report topic from the broad topic given above. For example, if you choose sexually transmitted infections, you might narrow it down to a specific condition (e.g. HIV or chlamydia) and a specific population (e.g. teenagers, the elderly, or sex workers). Or you might be interested in the relationship between, say, type 2 diabetes and physical inactivity, then narrow the topic further by considering workers in a particular occupation. Talk to your tutor if you are not sure how to narrow down your topic, or if you would like to check that your choice is suitable.

Begin by collecting relevant information regarding your chosen topic. The tutorials in the first week of term two, held in the library with Margaret Paterson (the Health Sciences librarian), will help you collect this information. At your normal tutorial time, come to The Den, on level two of the Central Library. Choose your topic BEFORE the library tutorial. Margaret will show you how to access the relevant health databases, and how to search for information on your topic.

When you write the report, you should stick to factual information and cite references for any factual points you make. The key aspects to be covered are:

- Contributing factors
- Impacts on individual/families/society
- Interventions at individual/family/societal levels

You do not have to do them in this order. For instance, you might talk about impacts of the condition or situation in your introduction to explain the topic's importance and motivate your reader to care, or you might cover impacts in the latter part of your work. See what works for your topic. A report written by a student in 2015 is on Learn. Use this report to get a sense of how your report might be organised. Everybody should have an introduction, a conclusion and a reference list using APA format. The other sections will vary, depending on your topic. Your tutor will help you structure your particular report.

The marking criteria for this assignment are loaded onto Learn, under "Assessment information". Submit reports through Learn. Turnitin will be used to detect plagiarism. Feedback will be given through Learn.

Formatting:

- Reports must be appropriately referenced and in a file format the Turnitin system can recognise (you **MUST** use a .doc, .docx or .rtf file format).
- Refer to the referencing and citations tab on the library's homepage, and follow the APA 6th style of referencing.
- Use a clear font, not a fancy or frilly one. The essay may be double spaced, 1.5 spaced, or single spaced, whichever you prefer.
- Please put your name, student number and a title that conveys the subject of your report on the first page of your report.

Exam

The exam has two sections. Section 1 asks you to draw on examples presented in class throughout the semester to describe some ways in which ill health can be prevented. Section 2 asks you to write 2 short essays out of about 8 questions on topics covered in the course.

Due Dates and Extensions

Late essays will incur a 2% per day penalty. It is your responsibility to organise your work so that you can meet set deadlines. Extensions will only be given for reasons that are outside the student's control, such as illness and family emergencies. **University workload is not a reason for an extension.**

Turnitin

Turnitin will be used in this course. Turnitin is a software tool that checks the originality of a piece of text. It can be used to detect plagiarism. Your essay will need to be submitted electronically using one of the file formats mentioned above. If you want to know more about how Turnitin works, you can visit their website at www.turnitin.com

Plagiarism

Plagiarism is a serious offence. Written work is the intellectual property of its author. If you use part of an author's work, you must acknowledge this in an appropriate way. Few students deliberately plagiarise, but sometimes students present the words or ideas of others as their own through carelessness or poor note-taking skills. You must acknowledge every use of other people's work in your essays and reports. This includes essays you have written for other assignments. Do not just list sources that you may have consulted. When you use someone's work, state the source and page numbers by referencing in the text, e.g. (Giddens 1997), whether you have used the exact words of the source or paraphrased those words. This shows the marker exactly what you have taken from each of the listed works and enables him or her to distinguish between these borrowings and your own ideas. Further information about referencing will be given in tutorials. Library and Academic Skills Centre staff can also provide help with referencing and paraphrasing.

Plagiarism will be dealt with severely. It is your responsibility to learn to appropriately reference and cite your work. If you are unsure about what constitutes plagiarism, consult your tutor.

Appealing Grades

You can appeal grades given to your essays or reports. First, explain your disagreement about your grade to your tutor. If you remain concerned about your grade, request a reconsideration of your grade from Carolyn Mason. If you wish to appeal the reconsideration of the grade, the problem will be referred to the Head of Department. If you are still concerned, the matter can be referred to the University's Academic Administration Committee.

Marks and Grades

The University of Canterbury uses the following scale to relate grades to marks and GPAs:

Grade	A +	A	A -	B +	B	B -	C +	C	C-	D	E
Marks	90-100	85-89	80-84	75-79	70-74	65-69	60-64	55-59	50-54	40-49	0-39
GPA	9	8	7	6	5	4	3	2	1	0	-1

Any grade over 50 is a pass.

Special Considerations

If an assignment, exam, or course attendance is damaged or delayed by illness, bereavement, travel for a national sporting event, or other uncontrollable occurrence, students can apply for special consideration of their circumstances. This system now covers aegrotats, backdated discontinuation of courses, and special passes. More information is available on the UC website, here <http://www.canterbury.ac.nz/exams/special-consideration.shtml>.

Hlth101 Lecture Programme 2019

Week	Date	Title	Lecturer
1	19 Feb 1-3pm	Introduction to health studies	Carolyn Mason
2	26 Feb 1-3pm	Social model of health	Carolyn Mason
		Social determinants of health	
3	5 Mar 1-3pm	History of public health	Carolyn Mason
		Health care services	Ann Richardson
	9 Mar 5 pm	ONLINE QUIZ DUE	
4	12 Mar 1-3pm	Cultural determinants of health: Māori health	Annabel Ahuriri-Driscoll
		Case studies of cultural health disparities	Roseanna Brailsford
5	19 Mar 1-3pm	Health and place	David Conradson
6	26 Mar 1-3pm	Health and the human microbiota	Jack Heinemann
7	2 Apr 1-3pm	Social policy, politics and health	Carolyn Mason
	5 Apr 5pm	ESSAY DUE	
BREAK			
8	30 Apr 1-3pm	Health psychology	Roeline Kuijer
9	7 May 1-3pm	Mental wellbeing	Ciaran Fox
	13 May 5 pm	REPORT PLAN DUE	
10	14 May 1-3pm	Adolescent health	Sue Bagshaw
11	21 May 1-3pm	Problematic substance use	Joe Boden
12	28 May 1-3pm	Health, ethics and the law	Carolyn Mason
		Course review and exam prep	
	31 May 5 pm	RESEARCH REPORT DUE	

HLth101 Tutorial Programme 2019

Week	Topic
1	Concepts of health: Introducing HLTH101/ Term 1 assignments
2	The social model of health / Library research & Acknowledging sources
3	Public health & health care services / Answering the essay questions
4	Cultural determinants of health / Arguments and evidence
5	Health and the environment / Writing good paragraphs
6	Health and the human microbiome / Arguments and evidence
7	Social policy, politics and health / Report topics
8	Library tutorials: come to "The Den" in the Central Library with your report topic already chosen
9	Health psychology & mental wellbeing / Writing a report plan
10	Adolescent health / Research reports
11	Substance abuse / Report plan key feedback
12	Course overview and exam revision, with sample questions

Tutorials are based around lecture material and readings. For tutorials to help your learning:

- Bring one or two questions every week for class discussion
- Read at least one of the required readings before the tutorial.

Tutorials can also be used to discuss essay ideas and approaches, and report preparation.

Library Training Session

Margaret Paterson will run training sessions on searching the library database in the Den, the computer workroom on level 2 of the Central Library, for the tutorials in week 1 of Term 2, that is:

- Tuesday 30 April, 4:00-4:50 pm
- Thursday 2 May, 3:00-3:50 pm
- Friday 3 May, 10:00-10:50 am

These sessions will be instead of the tutorials usually held at these times. Prepare for the library training session by **deciding which topic you will write your research report on** before this tutorial.

These training sessions help you search for the materials you need to complete your research assignment. They will help you with your report, later university research, and your future careers.

Lectures and Required Readings

The required readings for this course are usually either in the textbook or available on the Learn web pages for each section of the course. Additional readings and resources are also listed, and sometimes provided, on Learn.

Week 1, 19 Feb: Introduction to health studies

Presenter: Carolyn Mason

There are many ways of conceptualising wellbeing, health and illness, and the way we conceptualise these will affect how – or whether – we act to improve our lives. As well as introducing the course, this first session considers ways in which individuals, disciplines and organisations think about health.

Required reading

Naidoo, J. & Wills, J. (2015). Introducing health studies. In J. Naidoo & J. Wills (Eds.) *Health Studies: An Introduction* (pp. 1-21). Basingstoke: Palgrave Macmillan.

Huber Machteld, Knottnerus J André, Green Lawrence, Horst Henriëtte van der, Jadad Alejandro R, Kromhout Daan et al. (2011). How should we define health? *BMJ*, 343 :d4163.

Optional reading

Cedar, S.H. (2008). Human biology and health. In J. Naidoo & J. Wills (Eds.) *Health Studies: An Introduction* (pp. 22-49). Basingstoke: Palgrave Macmillan.

Liamputtong, P., Fanany, R. & Verrinder, G. (2012). Health, illness and wellbeing: an introduction. In P. Liamputtong, R. Fanany & G. Verrinder (Eds.) *Health, Illness and Wellbeing: Perspectives and Social Determinants* (pp. 1-17). Oxford: Oxford University Press.

Week 2, 26 Feb: Social model of health; Social determinants of health

Presenter: Carolyn Mason will present lectures based on the work of Dr Anne Scott

This lecture introduces the diversity of lay views about health, and then looks at the way these relate to biomedical and social models of health. It explains the notion of social determinants of health and the differences between ‘proximal’ and ‘distal’ causes of ill health. We look at ways in which public policies can be “healthy” or unhealthy”, and examine claims that equality is a social determinant of health.

Required reading

Daykin, N. & Jones, M. (2015). Sociology and health. In J. Naidoo & J. Wills (Eds.) *Health Studies: An Introduction* (pp. 155-195). Basingstoke: Palgrave Macmillan.

Wilkinson, R. & Pickett, K. (2010). Physical health and life expectancy. In *The Spirit Level: Why Equality is Better for Everyone*. (pp. 73-87). Penguin Books.

Optional reading

Howden-Chapman, P. & Bierre, S. (2008). Reducing health inequalities by improving housing. In K. Dew & A. Matheson (Eds.) *Understanding Health Inequalities in New Zealand*. (pp. 161-173). Dunedin: Otago University Press.

Version: 12 Feb 19 (Minor changes may be made until 1 Mar 19)

Howden-Chapman, P. & Cram, F. (1998). Social, economic and cultural determinants of health. National Health Committee: Health Determinants Programme. Background Paper One. Wellington: National Health Committee.

Week 3, 5 March: History of public health; Health care services

Presenters: Dr Carolyn Mason, Prof Ann Richardson

The first hour gives a history of public health, from the 19th century to the present, including contextual explanations of key moments in the development of public health, providing a good understanding of what public health is, and how it works. The second hour examines pathways through which culture can influence health, including some effects of culture on access to health care services and treatment by health care services and health care related policies.

Required reading

Curth, L.H. (2015) History and health. In J. Naidoo & J. Wills (Eds.) *Health Studies: An Introduction* (pp. 50-77). Basingstoke: Palgrave Macmillan.

Gauld, R. (2012). The New Zealand health care system, 2012. In S. Thompson, R. Osborn, D. Squires, & M. Jun (Eds.) *International Profiles of Health Care Systems, 2012*. The Commonwealth Fund, Nov. 2012.

Optional reading

Beaglehole, R., & Bonita, R. (1997). Public Health themes: historical and contemporary. In *Public Health at the Crossroads: Achievements and Prospects* (pp. 145-162). Cambridge: Cambridge University Press.

Week 4, 13 March: Cultural determinants of health: Māori health

Presenters: Annabel Ahuriri-Driscoll, Roseanna Brailsford

How can culture influence health outcomes? This lecture focuses on the many ways that culture impacts on health, looking at the issue both broadly and with a focus on Māori health. The second hour investigates ways of understanding health disparities that affect particular cultural groups.

Required reading

Burch, S. (2008). Cultural studies and anthropology. In J. Naidoo & J. Wills (Eds.) *Health Studies: An Introduction* (pp. 228-264). Basingstoke: Palgrave Macmillan.

Jansen P, Bacal K, Crengle S. (2009). He Ritenga Whakaaro: Māori experiences of health services. Auckland, Mauri Ora Associates. <http://www.nzdoctor.co.nz/media/6399/He-Ritenga-Whakaaro.pdf>

Optional reading

Curtis, E., Wright, C., & Wall, M. (2005). The epidemiology of breast cancer in Maori women in Aotearoa New Zealand: implications for screening and treatment. *New Zealand Medical Journal*, 118(1209).

Ellison-Loschmann, Lis and Pearce, Neil, 'Improving Access to Health Care Among New Zealand's Maori Population', *Am J Public Health*. 2006 April; 96(4): 612–617.

Hill, Sarah, Sarfati, D., Blakely, T., Robson, B., Purdie, G., Chen, J., Dennett, E., Cormack, D., Cunningham, R., Dew, K., McCreanor, T., and Kawachi I. (2010). Survival disparities in Indigenous and non-Indigenous New Zealanders with colon cancer: the role of patient comorbidity, treatment and health service factors. *Journal of Epidemiology and Community Health*. Vol. 64, No. 2 (February 2010), pp. 117-123.

Week 5, 19 March: Health and place

Presenter: Assoc Prof David Conradson

An introduction to the complex interactions between health and place. We explore the healthy settings approach, drawing on examples relating to obesity and active transport.

Required reading

Poland, B., Krupa, G., & McCall, D. (2009). Settings for health promotion: an analytic framework to guide intervention design and implementation. *Health Promotion Practice*, 10(4), 505-516.

Lake, A. & Townshend, T. (2006). Obesogenic environments: exploring the built and food environments. *The Journal of the Royal Society for the Promotion of Health*, 126(6), 262-267.

Optional reading

Anthamatten, Peter (2015). Geography and health. In J. Naidoo & J. Wills (Eds.) *Health Studies: An Introduction* (pp. 155-195). Basingstoke: Palgrave Macmillan.

Week 6, 26 March: Health and the human microbiota

Presenter: Professor Jack Heinemann

Professor Jack Heinemann's explains the concept of a human as an ecosystem of beings, predominantly microbial, that establish and persist through life. This ecosystem serves as a critical component of our immune systems, and thus is fundamental to the person. External forces, including food, drugs and other chemicals, can alter the function of the micro biome in ways that give rise to disease.

Required reading

Metcalfe, S., Baker, M.G., Freeman, J., Wilson, N., and Murray, P. (2016). Combating antimicrobial resistance demands nation-wide action and global governance. *New Zealand Medical Journal*. Vol. 129, No. 1444 (28 Oct 2016). <https://www.nzma.org.nz/journal/read-the-journal/all-issues/2010-2019/2016/vol-129-no-1444-28-october-2016/7042>

Ventola, C.L. (2015). The antibiotic resistance crisis. Part 1: Causes and threats. *Pharmacy and Therapeutics*. Vol. 40, No. 4: 277-283.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4378521/>

Week 7, 2 April: Social policy, politics and health

Presenter: Dr Carolyn Mason

How are social policies developed and how do they influence health? In what sense is health a "political" issue? How does political ideology affect health? What factors need to be considered when developing the policy proposals included in student reports.

Required reading

Version: 12 Feb 19 (Minor changes may be made until 1 Mar 19)

Pitt, B. & Lloyd, L. (2008). Social policy and health. In J. Naidoo & J. Wills (Eds.) *Health Studies: An Introduction* (pp. 293-333). Basingstoke: Palgrave Macmillan.

O'Brien, M., Belgrave, M. & Cheyne, C. (2008). [Health policy: the market finds its limit](#). *Social policy in Aotearoa New Zealand*.

Optional reading

Bambra, C., Smith, K. & Kennedy, L. (2008). Politics and health. In J. Naidoo & J. Wills (Eds.) *Health Studies: An Introduction* (pp. 265-292). Basingstoke: Palgrave Macmillan.

BREAK

Week 8, 30 April: Health psychology

Presenter: Assoc Prof Roeline Kuijer

How do we know if we are getting ill? Why do we seek medical attention for some symptoms when we perceive them and not for others? Health psychologists are interested in why this is the case. This session covers how people become aware of sensations of illness, how they might interpret these sensations and how their interpretations might influence their behaviour.

Required reading

Ogden, J. (2008). Health psychology. In J. Naidoo & J. Wills (Eds.) *Health Studies: An Introduction* (pp. 113-154). Basingstoke: Palgrave Macmillan.

Taylor, S.E. (2012). Chapter 8: Using health services. In *Health Psychology* (8th ed.) (pp. 194-206). Boston: McGraw Hill.

Petrie, K.J., & Weinman, J. (2006). Why illness perceptions matter. *Clinical Medicine*, 6, 536-539.

Week 9, 7 May: Mental health promotion

Presenter: Ciaran Fox

How might a focus on human happiness make us healthier overall? There can be no health without mental health but what does good mental health look like? If it isn't just *not* being ill, how do we generate it and protect it?

Understanding our health and wellbeing holistically is critical to promoting and enhancing wellbeing at a population level. Discovering how determinants of wellbeing such as government policy, services and other social structures view mental health can point to why there is not widespread understanding of what wellbeing is and how it works. Re-orienting our own understanding of this can help make personal change as well as influence our families, social groups and communities.

Gain insight into the practical science of wellbeing through positive psychology and how this is being used to develop population level programmes for promoting better wellbeing and capabilities while challenging traditional models of health and economics.

Required reading

Perth Charter for the Promotion of Mental Health & Wellbeing, 2012
<http://www.cph.co.nz/files/TCD0006.pdf>

Five Ways to Wellbeing – A Best Practice Guide

Version: 12 Feb 19 (Minor changes may be made until 1 Mar 19)

<http://www.mentalhealth.org.nz/home/ways-to-wellbeing/>

Building on Strengths

<http://www.health.govt.nz/system/files/documents/publications/buildingonstrengths.pdf>

Week 10, 14 May: Adolescent health

Presenter: Dr Sue Bagshaw

This session looks at youth health statistics around a range of areas (accidents, mental health, sexual health, etc), and then introduces the processes and stages of young peoples' mental, emotional and physical development. It explores the concepts of risk and resiliency in relation to youth development and behaviours, looks at programmes that develop resilient youth, and at what works in health promotion programmes directed at young people and sexuality.

Required reading

Abel, G. & Fitzgerald, L. (2005). "When you come to it you feel like a dork asking a guy to put a condom on": is sex education addressing young people's understanding of risk? *Sex Education*, 6(2), 105-119.

Blum, R. W. M. (1998). Healthy youth development as a model for youth health promotion. *Journal of Adolescent Health*, 22, 368-375.

Ott, M., (2010). Examining the development and sexual behavior of adolescent males. *Journal of Adolescent Health*, 46 (4 Suppl), S3-11.

Week 11, 21 May: Understanding problematic substance use

Presenter: Assoc Prof Joe Boden

In this topic students will:

- Explore attitudes, values and assumptions about people who use substances
- Understand some of the theories about why people may use substances problematically
- Learn about recent research based in Christchurch on substance abuse
- Identify factors that increase resilience

Required reading

Velleman, Richard (2013). Changing Perspectives on Problematic Drug Use. In Willm Mistral (Ed.) *Emerging Perspectives on Substance Misuse*. (pp. 1-22). John Wiley & Sons. (e-book in UC library)

Optional reading

Fergusson D.M., Boden J.M., & Horwood L.J. (2013). Alcohol misuse and psychosocial outcomes in young adulthood: results from a longitudinal birth cohort studied to age 30. *Drug Alcohol Depend.* 2013 Dec 1; 133(2):513-9.

Boden J.M., Fergusson D.M., & Horwood L.J. (2006). Fergusson D.M., Illicit drug use and dependence in a New Zealand birth cohort. *Australian & New Zealand Journal of Psychiatry*, 2006 Feb; 40 (2): 156-63.

Version: 12 Feb 19 (Minor changes may be made until 1 Mar 19)

Week 12, 28 May: Health, ethics and the law; Course review and exam preparation

Presenter: Dr Carolyn Mason

The first hour discusses ethical and legal issues that arise in health care. The second hour focuses on integrating course material and assists students with their preparation for the final exam.

Required reading

Duncan, P. (2008). Ethics and law. In J. Naidoo & J. Wills (Eds.) *Health Studies: An Introduction* (pp. 401-430). Basingstoke: Palgrave Macmillan.