



CIEE Global Institute – Berlin

Course name:	Community and Public Health
Course number:	(GI) PUBH 3002 BRGE
Programs offering course:	Berlin Open Campus (Global and Community Health Track)
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Fall 2018

Course Description

This course examines the interface of community involvement and highly effective governmental approaches to public health. By studying how actors in the public health sphere collaborate 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 Europe, and the varied approaches to public health. The course pays special attention to identifying and understanding the main actors in public health systems, how public health policies and systems are influenced, and how the implementation of public health tools are affected by cultural and religious traditions. Students participate in site visits to public health institutions at various levels (local, regional, national).

Learning Objectives

By the end of the course students will:

- Be familiar with the most relevant concepts in public health
- Understand key elements in the history of public health



- Be aware of specific approaches to public health, especially in Germany and other European countries
- Be able to critically review innovative public health approaches
- Have acquired a toolbox of methods and knowledge to react to (future) challenges

Course Prerequisites

No prerequisites, but students should possess:

- The ability to gather knowledge, analyze and synthesize it
- The ability to understand concepts and results and to communicate them to a wider public
- The ability to argue a case in front of an audience
- The ability to work in an interdisciplinary team

Specific aptitudes acquired throughout the course (cognitive):

- The ability to understand the different national approaches to public health and why this is so
- The ability to critically reflect the tension between individual liberties and the need for collective action
- The ability to get to know the main actors in national public health systems, their influence and their motives



- The ability to understand the implications of cultural and religious traditions for implementing public health tools

Methods of Instruction

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

Assessment and Final Grade

Presentation	40%
Case study	40%
Class participation	20%

Course Requirements

Presentation

The presentation of about 20-25 minutes (excluding class discussion) should show a good understanding of a selected topic and the ability to put it in perspective; furthermore it should be presented in a concise yet comprehensive manner. Content (40%), handout (20%), form of presentation (both slides and the presentation itself, 20%) and response to queries (20%) will influence the grade. Topics will be assigned at the beginning of the course.

Case study



A case study assignment of 2-3 pages will be handed out to students during the first class session. Groups of two or three students will work together on a case, with each participant contributing 1,500 words to the case analysis paper. Late submissions will result in a mark reduced by at least one grade level. When joint papers are handed in, the group must include a short note, indicating exactly what and how much the individual members of the group contributed. Joint efforts need also to be identified clearly. Grading is based on formal correctness (10%), logical coherence of the outline and quality of reasoning (30%) and content (40%). The paper must be accompanied by a succinct summary of no more than 250 words (20%). Inappropriate citation will likewise lead to the marking down of the paper by least one grade level. Topics will be assigned at the beginning of the course.

Participation

As part of your work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon 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. Students receive grades based upon their contributions both in the classroom and in the Canvas course.

Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate they have engaged with the materials where directed.

This includes valued or informed engagement in, for example, small group 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 Policy

Regular class attendance is required throughout the program, and all unexcused 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, unexcused absences that constitute more than 10% of the total course sessions will also result in a lower final grade.

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 Internship, Service Learning, or required field placement. Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

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.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1	No academic



		penalty
10 – 20%	2	Reduction of final grade
More than 20%	3 content classes, or 4 language classes	Automatic course failure, and possible expulsion

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Week 1 Orientation and Introduction

Introduction to class, course requirements, formal aspects

Public health: concepts, misconceptions, and the balance between individual liberty and collective action

Week 2 The History of Public Health

The history of public health in Germany and Europe: From Johann Peter Frank’s “*Medicinische Polizey*” to the exodus of public health practitioners during the Third Reich and the rebound of public health in the times of HIV/AIDS

Site visit: Local public health office (*Gesundheitsamt*)



Week 3 Public Health throughout the Life Cycle

Healthy mother, healthy child: The Barker hypothesis and the importance of early interventions

Sex and drugs and Rock'n'Roll: public health and substance abuse by the youth and adolescents

Eat sensibly, exercise and get your check-ups: public health for the middle-aged

Enjoying advanced age: public health approaches to secondary and tertiary prevention

Mid-term presentation

Week 4 Individual Liberty and the Pursuit of Happiness

Utilitarianism, deontology and the social contract – how do we organize society?

The importance of justice: “Justice is the first virtue of social institutions, as truth is of systems of thought.” (J. Rawls, 1971)

Paternalism, “nudging” and the challenges of technocratic approaches

Conditional Cash Transfers – panacea or dangerous infringement on freedom?

Site visit: public health NGO



Week 5 Communication

Understanding risks, incentives, the media, and the public

Week 6 The Economics of Public Health

Normative: how should public health be financed?

Positive: how is public health financed?

Should at-risk patients be paid to receive interventions?

Nudging people to do the “right” thing: Conditional Cash Transfers

Final paper

Readings

Bhattacharya J, Hyde T and Tu P: *Health Economics*. Palgrave-Macmillan 2013
CSDH. “Closing the gap in a generation. Health equity through action on the social determinants of health”. *Final report of the Commission on Social Determinants of Health*. Geneva, World Health Organisation 2008.

Gwatkin DR, Wagstaff A, and Yazbeck A: *Reaching the Poor. What works, What doesn't, and Why*. Washington: The World Bank 2005.

McMichael AJ, Beaglehole R. “The Changing Global Context of Public Health”. *Lancet* 2000; 356: 495–499

Tulchinsky TH, Varavikova EA. *The New Public Health: An Introduction for the 21st Century*. 3rd ed. Elsevier 2014.



White MD. *The Manipulation of Choice: Ethics and Libertarian Paternalism*.
Palgrave 2013.

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