



## **CIEE Global Institute – Paris**

<b>Course name:</b>	Community and Public Health
<b>Course number:</b>	(GI) PUBH 3002 PAFR
<b>Programs offering course:</b>	Paris Open Campus (Health Sciences Track)
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	Fall 2018

### **Course Description**

This course looks at the interface of community involvement and (effective) governmental approaches to public health in France and other European countries. By studying how actors in this 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 and countries in the European Union, with an emphasis on the specific approach to public health in France. Students will also participate in site visits to French public health institutions at various levels, in order to understand and experience the role of research, clinical trial, control and training within the French national context. Researchers and specialists from such institutions as the Pasteur Institute, the CNRS or certified public research laboratories, as well as health practitioners (maternities, drug addiction or AIDS support centers...) will respond to the questions students are bound to have as they work on their analyses.

### **Learning Objectives**

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

- Recognize the relationship between cultural values, social determinants of health, and health issues within the European Union.
- Identify, discuss and compare existing community health diagnostic tools.
- Develop a deepened understanding of the achievements and weaknesses of the public health system in France and other European countries.
- Critically analyze social, political and economic factors in public health issues.
- Demonstrate an appropriate use of specific vocabulary in the field of public health.
- Develop the ability to write critically about European health systems.
- Contrast and compare the US health system with the EU and French systems.
- Develop informed knowledge around the notions of public health, clinical trial, medical research, control and medical training.



### Course Prerequisites

No specific prerequisites are needed for this course.

### Methods of Instruction

This course is organized as a workshop combining oral presentations of case studies, lectures, class debates and onsite visits.

### Assessment and Final Grade

'Workshop Files'

- Case Study	20%
- Report on visit/field trip	10%
- Group Presentation	15%

Midterm Exam 15%

Final Exam 20%

Participation 20%

### Course Requirements

'Workshop files'

The course will be based in large part on the work prepared by the students for class discussion. This body of work, through which overall participation in the course is evaluated, takes the form of *three* assignments:

- **a case study**

In small groups of two or three, students prepare a case study related to the topic and focus of the course. Together they do in-depth research, which they then present to the whole class. All students are expected to participate actively by asking questions, providing feedback in order to generate shared reflexive work and debates in the group.

- **a report on a visit/field trip**

In small groups (again, two or three people), students write a report on one of the various visits/field trips taking place during the course. All students then read and react to the report in the 'discussion' section of Canvas before the class as a whole debriefs.

- **group presentation**

In small groups, students present on one issue they identified in the course and which they want to explore further. Each member of the group must participate in preparing and in delivering a portion of the presentation. Topics and format will be discussed and



agreed on with the professor during the second week of classes. All students in a given group receive the same grade on this assignment.

### **Mid-term exam**

The midterm exam takes place in week 3 and focuses on the issues examined in the first part of the class.

### **Final exam**

Students take a final exam at the end of the course. The exam covers the issues introduced and analyzed in the class as a whole and is cumulative.

### **Participation**

As part of their 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, utilising 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.

### **Class Attendance and Punctuality**

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 I**

##### **Historical and conceptual introduction to community and public health**

Session 1 – Methodological and conceptual introduction

This class will introduce the concept of public health. Syllabus will be presented and reviewed, with emphasis on assessment methods and course requirements.

Session 2 – The birth of public health



In Roman times, public health was already a social priority. Greek and medieval medical practices, scientific advances during the Renaissance, and the birth of modern epidemiology will be analyzed in order to contextualize contemporary public health issues.

## **Week II**

### **Public health: national, international and European scales**

Session 3 – The World Health Organization (WHO)

Since 1948, the WHO has played a leading role in preventing communicable diseases, mitigating the effects of non-communicable diseases, generating resources and providing training in all aspects of public health. We will discuss challenges, achievements, policies and controversial issues.

Session 4 – Public health and the EU - Case study n°1: Migrants and health

We will discuss and analyze the role of the WHO and various EU bodies in strengthening the capacity of national public health services to deal with large influxes of migrants and ensuring a coordinated response.

Session 5 – *Onsite visit to the Museum of the History of Medicine, Université Paris Descartes.*

## **Week III**

### **Public health: national, international and European scales (continued)**

Session 6 – Public Health and the EU - Case study N°2: Public health approaches to HIV/AIDS.

This session will focus on the epidemiology and biology of HIV / AIDS and community responses to the epidemic, with emphasis on the social, medical, and political aspects.

Session 7 – Mid-term Exam

## **Week IV**

### **Education and treatment**



Session 8 – Public Health and the EU / A French approach - Case study n°4: addictive diseases / *Onsite visit to “ L’espace Gaïa” (La Salle de consommation à moindre risque) at the Lariboisière Hospital.*

A social worker specialist in addictology, will make an interactive lecture about the strategies for the prevention and treatment of addictive diseases and will present to the students an alternative place in Paris.

Session 9 – *Onsite visit to the Laboratory “Hypoxie et poumons”, University Paris 13, Bobigny.*

A biologist will meet the students at his laboratory to explain his work—as well as the specific links between public health and applied research.

Session 10 – Public health and the EU - Case study n°3: the health of mothers and children.

Social, economic, environmental, behavioral, and political factors that affect family planning, reproductive health, fertility, maternal and child health will be analyzed.

## **Week V**

### **The French public health system**

Session 11 – The French public health system (1)

History, functions and institutional structure will be identified and will be complemented by a reflexion about the cultural and mentality-related dimensions of the question.

Session 12 – The French public health system (2)

The specificity of the French system will be analyzed through different case studies.

Session 13 – *Onsite visit to the Hospital Delafontaine St Denis, La Maison des Femmes (The Women’s House).* Dr Ghata Hatem, the founder of The Women’s House at the hospital, will meet the students and explain the specificity of her work and approach.

## **Week VI**

### **Critical perspectives and debates**

Session 14 – Group presentations

Session 15 – Group presentations



Session 16 – Final exam

### **Course Materials**

#### **Bibliography**

- Garret L. *Betrayal of trust. The collapse of global public health*. London: Hachette, 2001. Print.
- Glanz K., Rimer B.K. and Viswanath K. (Eds.) *Health behavior and health education*. San Francisco: Jossey Bass, 2008. Print.
- Greer L. and Kurzer P. *European Union Public Health Policy: regional and global trends*. New York: Routledge, 2012. Print.
- Hornik R. (Ed.). *Public health communication: evidence for behavior change*. Mahwah, NJ: Lawrence Erlbaum Associates, 2002. Print.
- Kuhn C., Swartzwelder S. and Wilson W. *Buzzed: the straight facts about the most used and abused drugs from alcohol to ecstasy*. New York: W. W. Norton, 2014. Print.
- Largent M. *Vaccine: The debate in modern America*. Baltimore: Johns Hopkins University Press, 2012. Print.
- Schneider M.J. *Introduction to Public Health*. Burlington, MA: Jones and Barlett, 2013. Print.

#### **Online resources**

European Parliament, Health care systems in the UE, a Comparative study, 1998,  
[http://www.europarl.europa.eu/workingpapers/saco/pdf/101\\_en.pdf](http://www.europarl.europa.eu/workingpapers/saco/pdf/101_en.pdf)

Readings from The Commonwealth Fund

<http://www.commonwealthfund.org/publications/view-all-publications>

Further reading materials will be assigned on a week-by-week basis.

The professor will provide a complete list of complementary readings, media sources and articles published in national and international media in order to stimulate class debates and activities.