



CIEE Global Institute – Paris

Course name:	Community and Public Health
Course number:	(GI) PUBH 3002 PAFR
Programs offering course:	Paris Open Campus
Open Campus track:	Global and Community Health
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2019

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 and a comparative approach with the American system. Students will also participate in site visits to French public health institutions at various levels, in order to understand and experience the French national originality. Researchers and specialists from such institutions 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 and very specifically in France.
- 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.
- Compare and contrast the US health system with the EU and French systems.
- Develop informed knowledge around the notions of public health and a socio-cultural approach of health

Course Prerequisites

No specific prerequisites are needed for this course.



Methods of Instruction

This course is organized as a workshop combining oral presentations, case studies, lectures, class debates and onsite visits. The more initiative students show towards subject matter and activities, the more they appropriate the course, and the more rewarding their learning experience will be.

Assessment and Final Grade

'Workshop Files'	
- Case Study	20%
- Report on visit/field trip	5%
- Oral Presentation	15%
Midterm Exam	20%
Final Exam	20%
Participation	20%
- Readings/research/exercises for each session	
- Preparedness, as evidence in interventions and, where applicable, in quizzes	
- Oral participation in class	
- Discussion / peer reviewing on Canvas	

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 takes the form of three assignments:

- **a case study**

In small groups, 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. Other 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.

- **an oral presentation**

Individually or in small groups (depending on class size), students present on one issue they identified in the course and which they want to explore further. With groups, each member must participate in preparing and in delivering a portion of the presentation. All students in a given group receive the same grade on this assignment. Topics and format will be discussed and agreed on with the professor during the second week of classes.



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: it is cumulative.

Class 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. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

In this course, more specifically, the participation grade will be given on the basis of:

- Readings/research/exercises for each session
- Oral participation in class
- Discussion / feedback on Canvas
- Practice quizzes where necessary, to

evaluate the level of preparation for class. At the end of week II, for instance, students take a quiz that assesses their understanding of the foundational notions of the course. The grade for this quiz is meant to provide students with initial information on how they are doing in the course and will be included in the participation grade for weeks 1 & 2.

Course 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 will result in a written warning.

*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 will 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.*



*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.

Students who miss class for personal travel, including unforeseen delays that arise as a result of 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

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	Reduction of participation grade
10 – 20%	2	Reduction of participation grade; written warning
More than 20%	3	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

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

>>>> *Why Health and Public Health are more than a “technical” (medical/ scientific) question?*

2/ Introduction to methodology:



- How to formulate a question/questions starting from one's work. In other words, how to 'problematize'. How to find a personal and critical angle on a given topic.
- How to answer this or these questions in a way that is structured and well-argued.

Session 2 – The birth of public health

1/ This class will provide a historical approach to public health : Historical overview of Public Health until modern definition and nowadays conception

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 and stress on cultural, anthropological definitions of the concept.

>>>> *To what extent does modern public health inherit from the past?*

2/ Introduction to methodology (continued) // study of the different historical stages until modern times, based upon oral presentations by the students.

This session will also cover

How to give an oral presentation / present a case study according to a critical approach (problematization / structure) explained and studied in the two first sessions.

[Short oral presentations on historical events relative to public health.](#)

Week II Public health: national, international and European scales

Session 3– The World Health Organization (WHO)

1/ This class will emphasize the importance of the WHO and also its limitations.

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.

>>>> *Why is the WHO both so fundamental and facing a crisis?*

2/ Introduction to methodology

[Debate in class about controversial issues on the WHO.](#)

Session 4 – The French Public Health -

1) *Is the French Health System so special?*

- What are the stereotypes about French Health System?

- 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.

This class will also cover the methodology of what is an oral presentation (but also any kind of work) with a critical approach (how to "problematize": to ask a key question which structures your presentation).

2/ Preparation of the visit.



3/ Quizz (½ h) on what was covered in the first 4 sessions.
Collective review of the quizz : no grading.

Week III Public health: national, international and European scales (continued)

Session 5 – Onsite visit to the Wax Molds Museum (St Louis Hospital, Paris 10)

Visit report n°1.

Canvas discussion about the visit.

Session 6 – Public health and the EU

1/ Case study n°1: Migrants and health.

The class as a whole 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 flows of migrants and ensuring a coordinated response.

2/ Oral presentations on the topic.

3/ Preparation of the visit.

Week IV Community and Public Health

Session 7 – Public Health and migrants/ A French Approach

1) Oral presentations on the topic in a comparative approach (with the US or the EU)

2) Public Health and migrants: A French Approach through the Association Comede. The COMEDE (Committee for the health of exiles) was created in 1979 by Cimade, Amnesty International, and the Groupe Accueil Solidarité to promote the health of exiles in France.

A social worker or a volunteer will make an interactive lecture about the objectives, philosophy and results of this association specifically dedicated to the health of migrants. The lecture will be followed by the questions of the students.

Lecture Report (same as a visit report) n°2.

Canvas discussion about the Lecture.

Session 8

1/ Midterm exam covering the first 6 sessions. 1h30.

2/ Preparation of the visit.

Session 9 – Public Health and the EU / A French approach

Onsite visit to L'espace Gaïa (Lower risk drug consumption space) at the Lariboisière hospital, opened in 2016.

A social worker specialist in addictology will give an interactive lecture about the strategies for the prevention and treatment of addictive diseases and will present an alternative place in Paris and its unorthodox approach.

Visit report n°3.



Canvas discussion about the visit.

Week V The French public health system in a comparative approach

Session 10 – Comparative approach to public health systems

1/ Case study n°2: addictive diseases.

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.

This should include a comparison between French and American systems.

2/ Oral presentations on the topic.

Session 11 – Public health and the EU / the USA

1/ Case study n°3: the health of mothers and children.

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

2/ Oral presentations on the topic.

3/ Preparation of the visit.

Week VI The French public health system

Session 12

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 with the students and explain the specificity of her work and approach.

Visit report n°4.

Discussion/peer reviewing on Canvas.

Session 13

Final exam. 1h30

Wrap-up/debate/conclusions to the course.

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

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 where applicable and relevant. Likewise, 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.

Academic Integrity

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the U.S. American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will prevail.

Three important principles are considered when defining and demanding academic honesty. These are related to *the fundamental tenet that one should not present the work of another person as one's own*.

The first principle is that *final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information* (unless the professor has explicitly announced that a particular test is to be taken on an "open book" basis).

The second principle applies specifically to course work: *the same written paper may not be submitted in more than one course. Nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad*.



The third principle is that *any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person* (the general rule in U.S. higher education is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it).

There are three levels of escalation establishing the seriousness of the plagiarism in question.

- **Level one plagiarism:** minor or unintentional plagiarism; leading to passable grade/failing grade on the assignment, depending on perspective of lecturer. No opportunity for resubmission.
- **Level two plagiarism:** significant plagiarism, but potentially due to poor referencing rather than intellectual property theft. This leads to a failing grade (potentially zero points) on the assignment. No opportunity for resubmission.
- **Level three plagiarism:** significant plagiarism, requiring investigation by the Center/Resident/Academic Director, and subsequent disciplinary panel.

Faculty will report any suspected circumstances of plagiarism to the Center/Resident/Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit the Plagiarism Declaration Form (Appendix D) with each assignment as it is submitted.

In any case where Academic Honesty is in question while the student is still onsite at the program, and will impact the grade for the assignment in question, the CIEE Academic Honesty form (Appendix E) will be completed by the Center/Resident/Academic Director, signed by the professor, delivered to the student for signature and added to the student's permanent records. For any Level three violation, or repeated lower level violation, the Center/Resident/Academic Director will inform the student's home institution of the infraction and subsequent penalty.