

## Syllabus Module 102-104

N° 102-104	<b>Social and Behavioural Sciences in Public Health</b>
<b>Coordinators</b>	<p><b>Suzanne Maman, PhD, Professor</b> University of North Carolina, Chapel Hill</p> <p><b>Jean-Baptiste Combes, PhD Lecturer in Health Economics</b> Department of Human &amp; Social Sciences EHESP School of Public Health jean-baptiste.combes@ehesp.fr</p>
<b>Dates</b>	<p>Oct. 2017: 10, 11 13 17 18 &amp; 20 (102); Nov. 2017: 21, 22, 24, 28, 29 &amp; Dec 1 2017 (103); Jan, 2018: 4 5 9, 10 &amp; 12 (104)</p>
<b>ECTS</b>	10.5 ECTS
<b>Duration</b>	15 days of 6 hours = 90 hours
<b>Location</b>	Room : Grande Salle & 408-409, EHESP 20 Avenue George Sand 93210 LA PLAINE ST DENIS
<b>Description</b>	The Social and behavioural sciences in public health address social and cultural factors related to individual and population health and health disparities over the life course. Research and practice in this area contribute to the development, administration and evaluation of programs and policies in public health and health services to promote and sustain healthy environments and healthy lives for individuals and populations
<b>Prerequisites</b>	None
<b>Course learning objectives</b>	<p>At the completion of the module, the students should be able to:</p> <ol style="list-style-type: none"> <li>1. Identify basic theories, concepts and models from a range of social and behavioural disciplines that are used in public health research and practice.</li> <li>2. Identify the causes and nature of key social and behavioural factors that affect health of individuals and populations.</li> <li>3. Explain how cultural, economic, behavioural, political, and environmental determinants interact with each other to produce social disparities in health.</li> <li>4. Describe the roles of prestige, power, privilege and structural inequality in producing social disparities in health.</li> <li>5. Identify steps and procedures for the design, implementation and evaluation of public health programs, policies and interventions to improve individuals &amp; population health</li> <li>6. Apply evidence-based approaches for the design and evaluation of public health programs, policies and interventions to improve health of individuals and populations.</li> <li>7. Identify and apply ethical principles to public health program planning, implementation and evaluation.</li> <li>8. Design and develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.</li> </ol>
<b>Structure (details of sessions title/speaker/date /duration )</b>	Details of the sessions are presented below.
<b>Resources</b>	<p>The recommended readings for the course include an essay, a handbook (especially the chapters 2 to 6, 8 to 9, and 13 to 14), and several below-mentioned articles. In addition, a compulsory reading</p> <p>Two handbooks are available at the EHESP Office. The articles are available on the Real Platform. Supplemental readings (available on the Real Platform) can be read if you have time and interest.</p> <p>Books: Rose, G., K. Khaw, and M. Marmot, Rose's Strategy of Preventive Medicine, ed. U. edition. 2008: Oxford University Press (Compulsory reading).</p>

	<p>Social and Behavioural Foundations of Public Health, 2nd Edition” edited by J. Coreil. Sage Publications (Complementary reading).</p> <p>Articles:  Edwin B. Fisher, Marian L. Fitzgibbon, Russell E. Glasgow, Debra Haire-Joshu, Laura L. Hayman, Robert M. Kaplan, Marilyn S. Nanney, Judith K. Ockene (2011) Behavior Matters. American Journal of Preventive Medicine, Volume 40, Issue 5, May. Pages e15–e30 (available from: <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3137947/">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3137947/</a>). Sutton, S. (2004). Determinants of health-related behaviours: Theoretical and methodological issues. The Sage handbook of health psychology, 94-126. (available from: <a href="http://www.phpc.cam.ac.uk/pcu/wp-content/files/2012/01/Ch-04.pdf">http://www.phpc.cam.ac.uk/pcu/wp-content/files/2012/01/Ch-04.pdf</a>)  am C. Cockerham (2005) Health Lifestyle Theory and the Convergence of Agency and Structure. Journal of Health and Social Behavior, Vol. 46, No. 1, pp. 51-67</p>
<p><b>Course requirement</b></p>	<p>Students are expected to attend all lectures and seminars. Beyond 4:00 pm, attendance at group work in MSH Paris Nord is not required but permitted for preparing the various oral presentations.</p> <p>Exercises:  Regular exercises outside of class are an integral part of the course since they provide students with the opportunity to discuss and to use concepts and methods covered in the readings and lectures related to social and behavioural sciences.  Group work will be assigned to and conducted by groups of 3-4 students. We have chosen this approach as research suggests that it optimizes learning and should best prepare you for professional life.  In addition, three individual exercises will be assigned to be completed by the student on her or his own outside of class and turned in for grading.  The due dates for these graded exercises will be indicated in due time.</p>
<p><b>Grading and assessment</b></p>	<p>There are cumulative assignments.  First the quality of the works developed by the students (or groups of students) outside the class (50% of the final mark) will be assessed. This comprises  Qualitative methods (see details below) 30%.  Quantitative methods (see details below) 10%.  A series of practical exercises related to health economics (10%).</p> <p>A final test – designed to verify the attendance to lectures– will evaluate students’ responses to a series of questions in relation to the 8 course objectives described above (50% of the final mark). Please note that Health economics class will not be included in the final test  Please note that these assignments can be subjects to afterward modifications.</p> <p>Note also that students will complete a questionnaire that assesses their own and their teammates’ contributions to group work. All team members will receive the same grade except if it is clear that a student has not participated effectively (attended and contributed to meetings; made timely, helpful contributions; been constructive, etc.). In that case, the student’s grade will be lowered accordingly.</p>
<p><b>Course policy</b></p>	<p><b>Attendance &amp; punctuality</b>  <b>Regular and punctual class attendance is a prerequisite for receiving credit in a course.</b>  Students are expected to attend each class. Attendance will be taken at each class.  The obligations of attendance and punctuality cover every aspect of the course: - lectures, conferences, group projects, assessments, examinations, as described in EHESP Academic Regulations <a href="http://mph.ehesp.fr">http://mph.ehesp.fr</a> EHESP Academic Regulation Article. 3).  If students are not able to make it to class, they are required to send an email to the instructor and to the MPH program coordinating team explaining their absence prior to the scheduled class date. All supporting documents are provided to the end-of-year panel.</p> <p>Students who miss class are responsible for content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts and assignments. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who have missed class.</p>

	<p><b>Lateness:</b> Students who are more than 10 minutes late may be denied access to a class. Repeated late arrivals may be counted as absences (See <a href="http://mph.ehesp.fr">http://mph.ehesp.fr</a> EHESP Academic Regulation Article. 3 Attendance &amp; Punctuality)</p> <p><b>Maximum absences authorized &amp; penalty otherwise</b> Above 20% of absences will be designated a fail for a given class. The students will be entitled to be reassessed in any failed component(s). If they undertake a reassessment or they retake a module this means that they cannot normally obtain more than the minimum pass mark (i.e. 10 out of 20)</p> <p><b>Exceptional circumstances</b> Absence from any examination or test, or late submission of assignments due to illness, psychological problems, or exceptional personal reasons must be justified; otherwise, students will be penalized, as above mentioned. Students must directly notify their professor or the MPH academic secretariat before the exam or before the assignment deadline. Before accepting the student's justification, the professor or the MPH academic secretariat has the right to request either a certificate from the attending physician or from a psychologist, or from any other relevant person (See <a href="http://mph.ehesp.fr">http://mph.ehesp.fr</a> EHESP Academic Regulation Article 4 Examinations).</p> <p><b>Courtesy:</b> <u>All cell phones/pages MUST be turned off during class time.</u> Students are required to conduct themselves according to professional standards, eating during class time is not permitted during class time, such as course or group work.</p>
<b>Valuing diversity</b>	Diversity enriches learning. It requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely-held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity. Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to "diversity of presence," including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation and social position.
<b>Course evaluation</b>	EHESP requests that you complete a course evaluation at the end of the school year. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.

<b>Session A.0</b>	<b>Introduction to Qualitative Methods (in August)</b>
<b>Module coordinator</b>	Suzanne Maman, PhD, University of Northern Carolina, <a href="mailto:maman@email.unc.edu">maman@email.unc.edu</a> Odessa Dariel, PhD, Departement of Management, EHESP School of Public Health, <a href="mailto:Odessa.PetitditDariel@ehesp.fr">Odessa.PetitditDariel@ehesp.fr</a> William Sherlaw, PhD Department of social and behavioural sciences – Department of international relation EHESP School of Public Health, <a href="mailto:William.Sherlaw@ehesp.fr">William.Sherlaw@ehesp.fr</a>
<b>Dates</b>	<b>August 29th pm and 30th</b> <b>Location Rennes</b>
<b>Duration</b>	1.5 days – 9 hours

<b>UE description</b>	This session aims to give students a hands-on introduction to qualitative research methods. Following on from introductory cultural investigations students will be given the opportunity to explore and gather information on culture and its interactions with health using qualitative method. We will identify relevant research questions related to culture and health. Students will develop short interview guides and conduct brief qualitative interviews in class with their classmates. These sessions are designed to lay the foundation for acquiring important research skills in qualitative methods including identifying appropriate qualitative research questions, designing qualitative interview tools, and developing basic skills in qualitative data collection. Through carrying out individual and focus group style interviews on health representations and social and health practices in each other's' countries students will start to lay the foundations of vital qualitative research skills. These will be further systematically developed throughout the programme by a multidisciplinary teaching team. We also anticipate that such hands-on practice will not only stimulate discussion on how contexts may impact on health and health behaviour but also provide a spring board for discussion of subjectivity and objectivity, the construction of research questions and use of appropriate methodologies
<b>UE structure</b> (details of sequences : title /speaker/date/duration )	<ol style="list-style-type: none"> <li>1. Introduction to Qualitative methods for Public Health, Pr Suzanne Maman, University of North Carolina Chapel Hill, Professor W. Sherlaw, EHESP,</li> <li>2. Cultural issues of Public Health, Professor W. Sherlaw, EHESP</li> </ol>
<b>Course requirements</b>	<ul style="list-style-type: none"> <li>- Attendance in lectures is required.</li> <li>- Attendance and active participation in lab computers are essential. If you have to miss a class, please notify your tutor in advance and provide justification.</li> </ul>
<b>Grading and assessment</b>	Through the A.2 in qualitative methods.

<b>Session A.1</b>	<b>Introduction to Social and behavioural sciences in public health: purpose, concepts and frameworks</b>
Speakers	Lecturer: Jocelyn Raude and William Sherlaw, PhD Department of social and behavioural sciences – Department of international relation EHESP School of Public Health <a href="mailto:jocelyn.raude@ehesp.fr">jocelyn.raude@ehesp.fr</a> <a href="mailto:william.sherlaw@ehesp.fr">william.sherlaw@ehesp.fr</a>
Learning Objectives	<i>At the end of the session, the students should be able to:</i> <ol style="list-style-type: none"> <li>1. identify the main purpose of social and behavioural sciences in public health</li> <li>2. grasp introductory concepts &amp; frameworks of social &amp; Behavioural sciences applied in public health</li> </ol>
Duration	3 hours
Training methods	Lecture.

<b>Session A.2</b>	<b>Qualitative Methods</b>
Speakers	Suzanne Maman, PhD, University of Northern Carolina, <a href="mailto:maman@email.unc.edu">maman@email.unc.edu</a> Odessa Dariel, PhD, Departement of Management, EHESP School of Public Health, <a href="mailto:Odessa.PetitditDariel@ehesp.fr">Odessa.PetitditDariel@ehesp.fr</a> William Sherlaw, PhD Department of social and behavioural sciences – Department of international relation EHESP School of Public Health, <a href="mailto:William.Sherlaw@ehesp.fr">William.Sherlaw@ehesp.fr</a>
Pre requisites	Attendance to Software Labs
Particular	The qualitative method module runs over the two semesters from end of August to March, across two modules, SBS and MHP.

Learning Objectives	<p><i>At the end of the session, the students should be able to:</i></p> <ol style="list-style-type: none"> <li>1. Identify appropriate qualitative research questions</li> <li>2. Design a qualitative research study</li> <li>3. Develop qualitative research data collection tools</li> <li>4. Develop skills in qualitative data collection</li> <li>5. Learn the basic steps in qualitative data analysis</li> </ol>																																													
Course contents & training methods	<p>The qualitative methods training will occur from the end of August to March. Students will design a qualitative research study related to student health. Together with their group they will develop an interview guide and they will each individual conduct interviews using this guide. As a group they will analyse the data from their interviews for their final essay and presentation. They will be graded on the interview guide, the transcripts, the code book, a final essay on their topic, and an in-class presentation.</p> <table border="1"> <thead> <tr> <th>#</th> <th>Assignments</th> <th>Proportion</th> <th>Due Date</th> <th>Group of</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Research question and interview guide</td> <td>10%</td> <td>29 September</td> <td>Group</td> </tr> <tr> <td>2</td> <td>In-Depth interview</td> <td>10%</td> <td>24<sup>th</sup> October</td> <td>Individual</td> </tr> <tr> <td>3</td> <td>Self-critique of the second transcript</td> <td>10%</td> <td>4<sup>th</sup> December</td> <td>Individual</td> </tr> <tr> <td>4</td> <td>Code Book</td> <td>10%</td> <td>15<sup>th</sup> January</td> <td>Group</td> </tr> <tr> <td>5</td> <td>Essay</td> <td>25%</td> <td>31<sup>st</sup> January</td> <td>Individual</td> </tr> <tr> <td>6</td> <td>In class presentation</td> <td>25%</td> <td>16<sup>th</sup> March</td> <td>Group</td> </tr> <tr> <td></td> <td>Group Member</td> <td>5%</td> <td>Assessed at the</td> <td>Individual</td> </tr> <tr> <td></td> <td>In Class participation</td> <td>5%</td> <td>On going</td> <td>Individual</td> </tr> </tbody> </table>	#	Assignments	Proportion	Due Date	Group of	1	Research question and interview guide	10%	29 September	Group	2	In-Depth interview	10%	24 <sup>th</sup> October	Individual	3	Self-critique of the second transcript	10%	4 <sup>th</sup> December	Individual	4	Code Book	10%	15 <sup>th</sup> January	Group	5	Essay	25%	31 <sup>st</sup> January	Individual	6	In class presentation	25%	16 <sup>th</sup> March	Group		Group Member	5%	Assessed at the	Individual		In Class participation	5%	On going	Individual
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	In Class participation	5%	On going	Individual																																										
Duration	36 hours in total. Within SBS there are 21 hours for qualitative methods plus 9 hours in the introduction weeks. 6 hours are within the MHP module. Software Labs are compulsory and total 4 hours.																																													
Training methods	Lecture, Tutorials, Group Work, see details above																																													
Assignment	Two individual essays, one group presentation, see above for the breakdown of final grade																																													

<b>Session A.3</b>	<b>Quantitative Methods</b>
Speakers	Jean-Baptiste Combes, PhD, EHESP School of Public Health <a href="mailto:jean-baptiste.combes@ehesp.fr">jean-baptiste.combes@ehesp.fr</a>
Pre requisites	Attendance to Software Labs. Own a computer.
Particular	The quantitative methods part is made of 12 hours of class work. It is complementary to the other methods technique students follow in qualitative methods and ISB and Epi modules.
Learning Objectives	<p><i>At the end of the session, the students should be able to:</i></p> <ol style="list-style-type: none"> <li>1. Identify research questions that are testable with data given.</li> <li>2. Apply quantitative techniques to a research question and make sense of results.</li> <li>3. Write an essay on the research question tested.</li> </ol>

Course contents & training methods	<p>The quantitative part is made of 12 hours. Students will analyse a dataset and produce an essay linked to a research question that can be studied with the data. Students will use the literature to write their essay.</p> <table border="1"> <thead> <tr> <th>#</th> <th>Assignments</th> <th>Proportion</th> <th>Due Date</th> <th>Group of Individual</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Research Paper</td> <td>90%</td> <td>31<sup>st</sup> December</td> <td>Individual</td> </tr> <tr> <td>2</td> <td>In Class participation</td> <td>10%</td> <td>On going</td> <td>Individual</td> </tr> </tbody> </table> <p>Paper is marked according to abilities to:</p> <ul style="list-style-type: none"> <li>- Present a literature review on the topic linked to the data analysed.</li> <li>- Use of tables and results and discussion of the results.</li> <li>- General discussion.</li> </ul>	#	Assignments	Proportion	Due Date	Group of Individual	1	Research Paper	90%	31 <sup>st</sup> December	Individual	2	In Class participation	10%	On going	Individual
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1	Research Paper	90%	31 <sup>st</sup> December	Individual												
2	In Class participation	10%	On going	Individual												
Duration	12 hours in total.															
Training methods	Individual Work, see details above															
Assignment	One individual Essay.															

<b>Session IP.1</b>	<b>Developing public health policies, programs, and interventions</b>
Speakers	Alain Fontaine (Direction Générale de la Santé) <a href="mailto:Alain.FONTAINE@sante.gouv.fr">Alain.FONTAINE@sante.gouv.fr</a>
Learning Objectives	<p><i>At the end of the session, the students should be able to:</i></p> <ol style="list-style-type: none"> <li>1. Identify main steps to develop public health program and interventions</li> <li>2. Analyse the main differences between programs and policies for public health issues using national and local case studies</li> </ol>
Duration	3 hours
Training methods	Lecture.

<b>Session IP.2</b>	<b>Challenges and barriers in public health nutrition</b>
Speakers	J. Mudry, PhD Associate professor Ryerson University, Canada <a href="mailto:jessica.mudry@ryerson.ca">jessica.mudry@ryerson.ca</a>
Session outline	Addressing the ASPHER core competency: "to communicate effectively public health messages to lay, professional, academic and political audiences via modern media."
Learning objectives	<p><i>At the end of the session, the students should be able to:</i></p> <ol style="list-style-type: none"> <li>1. Identify and use basic models of communication</li> <li>2. Target audience with key nutrition or public health message</li> <li>3. Clarify principles of media communication in public health</li> </ol>

Session structure	<p>First part (60 min):  Basic models of communication Identifying audiences  Language use: clarity focus, scientific language (limits and opportunities) use of metaphor/narrative in PH campaigns</p> <p>Activity after 1st part (30 min):  Students write paragraph in "press release" style on PH problem to specified audience</p> <p>Second part (60 min): Construction of sound arguments  Risk communication and the communication of statistics Principles of visual/media communication in PH  Example: Dr. Mike Evans, St. Michael's Hospital Toronto</p> <p>Activity after second part (30 min):  Students create poster/YouTube campaign and PH slogan</p>
Duration	6 hours
Training methods	Lecture and practical work.

<b>Session IP.3</b>	<b>Ethical issues in public health</b>
Speakers	Peter Duncan (Kings College London) and William Sherlaw peter.duncan@kcl.ac.uk william.sherlaw@ehesp.fr
Session outline	The aim of these two sessions is to explore and discuss issues of values and ethics emerging from the theory and practice of public health. The sessions will begin by trying to understand and discuss the scope and nature of health and the ethical problematic facing those engaged in public health practice; as well as attempting to develop and discuss understandings of the nature of 'values' and 'ethics' themselves. We will analyze, in particular, key (Western) ethical traditions that have attempted to construct a moral basis for action. We will then move on to consider the extent to which applied ethics (health care ethics/ bioethics) can help in understanding and dealing with the fundamental ethical problems facing attempts to maintain and improve the public's health. (This is especially important, given that bioethics has evolved primarily as a response to the ethical problems of acute health care, rather than of public health.) Finally, given all of this, we will try to construct an account of what 'values-based practice' in public health might actually look like.
Learning Objectives	<i>At the end of the session, the students should be able to:</i> <ol style="list-style-type: none"> <li>1. Identify key ethical traditions</li> <li>2. Discuss issues of values and ethics in both the theory and practice of public health</li> <li>3. Develop some value-based practice in public health</li> </ol>
Duration	6 hours = 2 sessions of 3 hours each
Training methods	Lecture.

<b>Session CPDH</b>	<b>Contextual and personal determinants of health</b>
Speakers	Lecturers: Aymery Constant, PhD Department of social and behavioural sciences – Department of international relation EHESP School of Public Health aymery.constant@ehesp.fr Jeremy K. Ward, PhD SESSTIM (Aix-Marseille Université, INSERM, IRD)

Session outline	The aim of these sessions is to explore the different health behaviours models and cognitive bias (Aymery Constant) : theory of planned behaviour, health belief model, nudges and cognitive biases and heuristics. Then the socio determinants of health (Jeremy Ward) will explore the determinant at the structure level of health. The course will focus on two main theories: Bourdieu's theory of Habitus and Mary Douglas' theory of cultural bias
Learning Objectives	At the end of the session, the students should be able to: <ol style="list-style-type: none"> <li>1. Identify differences between contextual and personal determinants of health</li> <li>2. Use some models to interpret health behaviours</li> <li>3. Discuss their implications</li> <li>4. Apply some approaches when doing public health practice or research</li> </ol>
Duration	12 hours
Readings	Distinction: a social critique of the judgement of taste (1979) 1984, Harvard University Press. Excerpts from Chapter 3 the habitus and the space of lifestyles Pp176-200 Mary Douglas, excerpts from Risk and Blame, pp 22-38. This article first appeared in Daedalus, Journal of the American Academy of Arts and Science 119 (4), Fall 1990 Kahan D.M., 2012, « Cultural Cognition as a Conception of the Cultural Theory of Risk », dans Handbook of risk theory, Springer, p. 725-759.

<b>Session HE. 1 &amp; 2</b>	<b>Introduction &amp; Basics of Health Economics</b>
Speaker	Dr. Martine M Bellanger Professor, Head of the MPH Programs, EHESP <a href="mailto:martine.bellanger@ehesp.fr">martine.bellanger@ehesp.fr</a>
Session Outline	The purpose of this course is to demonstrate how economists think about health care issues and health care behaviors. The emphasis will be on looking at a wide variety of health related topics from an economist's perspective. By the end of the course students should have a sense of how to use economic theory and concepts to analyze behaviors for both health providers and consumers and to understand and describe public health interventions and policies
Learning Objectives	<i>At the end of this session, students should be able to</i> <ol style="list-style-type: none"> <li>1. Identify some basic concepts in economics such as economic good, opportunity cost, demand, supply, indifference curves, utility, budget constraint</li> <li>2. Use the concepts of rational behavior and its implication to health</li> <li>3. Interpret an aggregate demand for health care, and its relationship with revenue, prices</li> <li>4. Apply economics to improve the efficiency with which health resources are allocated, and assess health impacts</li> </ol>
Duration	6 hours
Training methods	This course will follow a lecture format. Class attendance is a critical component of the learning experience Students are encouraged to ask questions on the course material and to share any personal experiences when relevant. Power Point lectures and additional required and supplemental reading will be available on: <a href="http://real.ehesp.fr/my/ MPH_17-18-Year 1">http://real.ehesp.fr/my/ MPH_17-18-Year 1</a>
Course requirements	Students are expected to come to class and prepared to attend



Reading/textbook	Text book : S. Morris, N Devlin & D Parkin, Economic Analysis in Health Care, Wiley Editor, 2007 Chapters 1 & 2 Papers for further reading: available <a href="http://real.ehesp.fr/my/">http://real.ehesp.fr/my/</a> KJ Arrow , Uncertainty, and the Welfare Economics of Medical Care, The American Economic Review, Volume LIII, December 1963, Number 5 Propper C, Why Economics is good for your health. 2004, Royal Economic Society Public lecture, Working Paper No. 05/116  Websites <a href="http://stats.oecd.org/index.aspx?DataSetCode=HEALTH_STAT">http://stats.oecd.org/index.aspx?DataSetCode=HEALTH_STAT</a> <a href="http://www.euro.who.int/en/data-and-evidence/interactive-atlases/atlas-of-burden-of-disease">http://www.euro.who.int/en/data-and-evidence/interactive-atlases/atlas-of-burden-of-disease</a> <a href="http://www.who.int/whr/en/index.html">http://www.who.int/whr/en/index.html</a> : World health report 2013: Research for universal health coverage															
Assignments & Grading	Applications will be assigned for individual home –work based on concepts and methods of health economics (HE) (10% of the overall grade, see above syllabus of SBSPH). There will be two homework assignments each worth 5 percent of your HE grade. The first relates to the first session described above, and will consist of a mix of MCQs, data analysis on demand and utility, graph constructions on EXCEL, see below for details.															
	<table border="1"> <thead> <tr> <th>#</th> <th>Assignments</th> <th>Proportion of HW</th> <th>Due Date</th> <th>Assignment type</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Resource allocation, Health outcomes Utility &amp; Demand</td> <td>50%</td> <td>Nov 30 2017</td> <td>Individual</td> </tr> <tr> <td>2</td> <td>Costs and Production Function</td> <td>50%</td> <td>Jan 4 2018</td> <td>Individual</td> </tr> </tbody> </table>	#	Assignments	Proportion of HW	Due Date	Assignment type	1	Resource allocation, Health outcomes Utility & Demand	50%	Nov 30 2017	Individual	2	Costs and Production Function	50%	Jan 4 2018	Individual
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1	Resource allocation, Health outcomes Utility & Demand	50%	Nov 30 2017	Individual												
2	Costs and Production Function	50%	Jan 4 2018	Individual												

Sessions HE. 3 & 4	Production & Costs of Health Care
Speakers	Dr. Martine M Bellanger Professor, Head of the MPH Programs, EHESP <a href="mailto:martine.bellanger@ehesp.fr">martine.bellanger@ehesp.fr</a>
Session Outline	The purpose of this course is to demonstrate how conventional economics tools can be used, when applied to supply behaviours of health care providers, including hospitals, primary care practices, Pharmaceutical companies. The concept of production function will be introduced, as well as the relationship between inputs & outputs will be explored, and apply in different health care settings. Issues will be discussed around substitutability between inputs and returns to scale. Impacts of payment systems based upon average cost of standard production process, such as Diagnosis-Related Group (DRG) will be analysed, and advantages & drawbacks enlightened accordingly. Relationships between costs and outputs will be considered under the perspective of efficient use of resources, within health care systems. Last supply of health care will be carefully studied and students will be provided with different market models to discuss whether they can be applied to health sectors.
Learning Objectives	<i>At the end of this session, students will be able to</i> <ol style="list-style-type: none"> <li>1. Identify some basic economic concepts related to production and costs Apply production &amp; cos theory to examine data collected in hospital settings</li> <li>2. Analyse and compare different behaviour production types on the health care market</li> <li>3. Compare performance measurement across countries</li> <li>4. Relate what they have learned in this course to their health care environment</li> </ol>
Duration	6 hours
Dates	
Training methods	Lecture In class applications Power Point lectures and additional required and supplemental reading will be available on: <a href="http://real.ehesp.fr/my/">http://real.ehesp.fr/my/</a> MPH_17-18-Year 1
Course requirements	Students are expected to come to class and prepared to attend

Reading	<p>Text book : S. Morris, N Devlin &amp; D Parkin, Economic Analysis in Health Care, Wiley Editor, 2007  Chapters 3 &amp; 4</p> <p>Additional readings and website:  Lafortune G, Balestat G, &amp; Durand A. Comparing activities and performance of the hospital sector in Europe: how many surgical procedures performed as inpatient and day cases? OECD Health Division December 2012. <a href="http://eurodrq.eu/">http://eurodrq.eu/</a>  <a href="http://www.gapminder.org/videos/the-joy-of-stats/#.U8vakEA08d">http://www.gapminder.org/videos/the-joy-of-stats/#.U8vakEA08d</a></p>
Assignment and Grading	<p>The second homework will consist of data analysis graph constructions on EXCEL, statistical analysis and interpretation of results.</p> <p>Homework 2: Costs, revenue and profit estimations, and EU comparisons, due Jan 4 2018, see details above</p>