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| N°207 | Integrative Module of Public Health – Global Health |
| Coordinator | Judith Mueller (in collaboration with Florence Bodeau Livinec) Department of Quantitative methods in Public Health (METIS) Ecole des Hautes Etudes en Santé Publique (EHESP, French School of Public Health) judith.mueller@ehesp.fr |
| Dates | February 3 – 7, 2018 |
| ECTS | 3 ECTS |
| Duration | 30 hours |
| Location | Amphitheatre, library, 331, 340, 341, GS EHESP 20 Avenue George Sand 93210 LA PLAINE ST DENIS |
| Description | <p>This module aims at applying the concepts from different Public Health disciplines to concrete public health problems.</p> <p>Global health has been chosen as the topic for this integrative module, as it is an important perspective on public health and given the international background of students in the program. The class will provide students with an overview of current issues and concepts in global health.</p> <p>Furthermore, one aspect of global health will be looked at from different disciplines and approaches and drugs for prevention and treatment have been chose for this review. This will include development and access of appropriate vaccination strategies, an anthropological analysis of traditional medicines in global health and the efforts against falsified or low-quality treatment against malaria. For each of this aspect, the functioning of international consortia will be addressed.</p> <p>During the week, students will work in small groups with assistance from the faculty, to prepare their own proposal for a project based on international collaboration, using approaches from several public health disciplines.</p> |
| Prerequisites | Public Health core modules |
| Course learning objectives | <p>Students who successfully complete this course should be able to:</p> <ol style="list-style-type: none"> 1. Explain current key issues and concepts in global health. 2. Describe why competencies in several public health disciplines are required for work in global health. 3. Identify global processes around drugs for prevention and treatment and approaches to mitigate them or use them as opportunities. 4. Apply these processes and approaches to other areas of personal interest. 5. Reflect on their own future role in global health 6. Draft a short project proposal according to generally accepted standards. |
| Structure (details of sessions title/speaker/date /duration) | <p>Details of the sessions (some stretch over several days)</p> <ol style="list-style-type: none"> 1. Introduction to module (J. Mueller): February 5 (3h) 2. Writing a proposal for a multidisciplinary project with international collaboration (J. Mueller, F. Bodeau Livinec, P. Guerin): February 5-8 (13.5h) 3. Global Health in the prism of vaccination (J. Mueller): February 6 (2h) 4. Traditional medicine, a global anthropological analysis (J.-P. Gaudillière): February 7 (2h) 5. Drug quality and The WWarn project (P. Guerin): February 8 (2h) 6. Paper discussion (Mueller, F. Bodeau Livinec, P. Guerin): February 8 (1h) 7. Student presentations (J. Mueller, F. Bodeau-Livinec): February 9 (6h) |
| Resources | All readings and materials will be posted on REAL. Readings are available below for each session. |
| Course requirement | Students are expected to attend all lectures and group work sessions. Class attendance will be checked accordingly. Validation of the module may be refused if attendance is judged insufficient. Students are expected to read and analyse selected papers before the courses and to participate actively in group work. |

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| | <p>Active contribution to discussions during lectures – as invited by the lecturer – is encouraged. Presence during student presentations is mandatory for validation of module.</p> |
| Grading and assessment | <p>Grading of group assignment (to be handed in by February 9, 2018, before class): 70% of grade Grading of group performance during oral presentation of group work and discussion: 10% of grade Grading of individual performance during oral presentation of group work and discussion: 10% of grade 10% of grade according to course participation (excellent – regular – poor)</p> <p>Please note that students will need to complete a questionnaire that assesses their own and their colleagues' contributions to group work. All group 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> |
| Course policy | <p>Attendance & punctuality Regular and punctual class attendance is a prerequisite for receiving credit in a course. 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 http://mph.ehesp.fr 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>Lateness: Students who are more than 10 minutes late may be denied access to a class. Repeated late arrivals may be counted as absences (See http://mph.ehesp.fr EHESP Academic Regulation Article. 3 Attendance & Punctuality)</p> <p>Maximum absences authorized & penalty otherwise 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>Exceptional circumstances 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 http://mph.ehesp.fr EHESP Academic Regulation Article 4 Examinations).</p> <p>Courtesy: <u>All cell phones/pagers 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> |
| Valuing diversity | <p>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</p> |

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| | educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation and social position. |
| Course evaluation | 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. |

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| Session 1 | Module introduction |
| Speakers | Judith Mueller |
| Session Outline | A lecture will present an overview of current issues in global health and an attempt to link them together. During discussion, students will start formulating their own perception of global health, in contrast to concepts like international health. During this session, the organization of the class and the assignment will also be presented, working groups created and administrative issues clarified. |
| Learning Objectives | At the end of the session, the students should be able to: <ul style="list-style-type: none"> - Identify principal issues treated under the title "global health" - Understand which activities are required to validate the module |
| Duration | 3 hours |
| Training methods | Lecture with discussion |
| Readings | <u>Required Reading</u> None |

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| Session 2 | Writing a proposal for a multidisciplinary project with international collaboration |
| Speakers | Judith Mueller, Florence Bodeau-Livinec, Philippe Guerin |
| Session Outline | Identification of proposal topics, organization in student groups (February 5, 3h) Student work in groups and individually, with tutoring by faculty (February 6-8, 9.5h) Training session "How to write a proposal" (optional for those interested, February 6, 1h) Student presentations and discussion with faculty (February 9, 6h) |
| Learning Objectives | <i>At the end of the session, the students should be able to:</i> <ul style="list-style-type: none"> - Prepare the outline of a project in global health that carries on an international constructive collaboration (spanning two continents) - Prepare the outline of a project in global health that includes several public health disciplines - Understand the structure and essential strategies of a public health proposal (research project, intervention program, coalition) - Orally present a well formatted and concise project proposal |
| Duration | 19.5 Hours |
| Training methods | Tutorial, training session, student work and presentation |
| Reading | - |
| Assignments | Electronic form of presentation slides submitted before oral presentations, in the morning of February 9. Oral presentation given by groups on February 9. |

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| Session 3 | Global Health in the prism of vaccination |
| Speakers | Judith Mueller |
| Session Outline | The session will present recent and current global initiatives to promote vaccine development and access, from an epidemiological, economic and policy perspective. The GAVI Alliance, the Meningitis Vaccine Project and the Global Polio Initiative will be discussed. |
| Learning Objectives | At the end of the session, the students should be able to: <ul style="list-style-type: none"> - Explain contribution of vaccines to reduction of disease burden at the global level - Describe the approach of the GAVI Alliance, current challenges and opportunities - Reflect on in how far vaccination programs are and can be integrated into an horizontal approach - Transfer the observed approaches from vaccination to other areas of personal interest in global health |
| Duration | 2 Hours |
| Training methods | Lecture and discussion |
| Readings | <u>Required Reading</u> To be announced <u>Supplemental Reading</u> To be announced |

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| Session 4 | Traditional medicine, a global anthropological analysis |
| Speakers | Jean-Paul Gaudillière |
| Session Outline | |
| Learning Objectives | At the end of the session, the students should be able to: <ul style="list-style-type: none"> - Explain how anthropological studies contribute to Global health - Discuss the current global aspects of traditional medicines - Present key features of current research on traditional medicine - |
| Duration | 2 Hours |
| Training methods | Lecture and discussion |
| Reading | To be announced |

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| Session 5 | Drug quality and The WWarn project |
| Speakers | Philippe Guerin |
| Session Outline | |
| Learning Objectives | At the end of the session, the students should be able to: <ul style="list-style-type: none"> - Explain how drug quality can be threatened at the international level - Discuss the current actions taken to survey and improve global access to quality drugs - Present key features of the WWarn Project and reflect on how this approach could be transferred to other domains. |
| Duration | 2 Hours |

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| Training methods | Lecture and discussion |
| Reading | To be announced |

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| Session 6 | Paper discussion |
| Speakers | Judith Mueller, Florence Bodeau-Livinec, Philippe Guerin |
| Session Outline | The moderator will present a series of questions to discuss in the group, regarding the selected article. The selected articles will treat topics in global health where different opinions on ways to obtain progress are in opposition. |
| Learning Objectives | At the end of the session, the students should be able to: <ul style="list-style-type: none"> - Explain the different opinions that exist on the topic addressed by the article - Describe how opinions vary in the student group, and how opinions are determined by individual background - Recommend approaches to achieve progress in global health while taking into account various opinions that may exist. |
| Duration | 1 Hour |
| Training methods | Discussion |
| Reading | To be announced; mandatory for participation. Additional reading may be recommended for appreciation of the context. |