

### Syllabus Integrative Module of Public Health - Prevention

N°201	Integrative Module of Public Health - Prevention
<b>Coordinators</b>	Judith Mueller (in collaboration with Moise Desvarieux) 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
<b>Dates</b>	October 15 – 19, 2018
<b>ECTS</b>	3 ECTS
<b>Duration</b>	30 hours
<b>Location</b>	EHESP, 20 avenue George Sand, 93210 LA PLAINE ST DENIS
<b>Description</b>	<p>This module aims at applying the concepts from different Public Health disciplines (as they have been taught in previous MPH modules or during this module) to concrete public health problems. Disease prevention has been chosen as the topic for this integrative module, as it is a key strategy in public health.</p> <p>We will review issues in prevention as they relate to public health in general, ethics, policy and economics, and look in detail at two examples:</p> <ol style="list-style-type: none"> <li>(1) Vaccination</li> <li>(2) Modification of lifestyle and living environment</li> </ol> <p>While these fields are distinct with regard to demand for technological development and personal investment, they share several challenges: effects at the society level, role of market and business, need for sustained public health action.</p> <p>The lectures will combine theoretical concepts with insight into real-world challenges. During the week, students will work in small groups with assistance from the faculty, to prepare an argumentation for or against a preventive intervention, using arguments from all or several Public Health disciplines.</p>
<b>Prerequisites</b>	Public Health core modules
<b>Course learning objectives</b>	<p>Students who successfully complete this course should be able to:</p> <ol style="list-style-type: none"> <li>1. Explain how prevention in public health requires a multidisciplinary approach and which the main challenges are.</li> <li>2. Describe basics of the example fields “vaccination” and “modification of lifestyle/living environment”, and put them into the wider context of prevention.</li> <li>3. Critically analyze and interpret challenges which have been discussed during the course within the example fields, such as effects on the society level, role of market and business, requirement of long-term changes</li> <li>4. Apply the concepts when discussing specific questions in the example fields</li> </ol>
<b>Structure (details of sessions title/speaker/date /duration )</b>	<p>Details of the xx sessions (some can be grouped when common topics)</p> <ol style="list-style-type: none"> <li>1. Introduction to module (J. Mueller): October 16 (1.5h)</li> <li>2. Introduction to cost-effectiveness analysis and Economics of prevention (M. Bellanger, M. Devaux): October 16 and 17 (3.5h)</li> <li>3. Politics of prevention (E. Breton): October 16 (2h)</li> <li>4. Vaccine prevention in Public Health (J. Mueller): October 16 (2h)</li> <li>5. Decision making for vaccination (J. Ward): October 18 (2h)</li> <li>6. Prevention through lifestyle modification, life course and neighbourhood effects: (M. Desvarieux): October 18 and 19 (4h)</li> <li>7. Ethics of prevention (R. Bayer): October 19 and 20 (4h)</li> <li>8. Student work (group and individual work, tutored by J. Mueller and lecturer of the day): throughout the week (8h in total)</li> <li>9. Student presentations (J. Mueller, M. Desvarieux and R. Bayer): October 20 (3h)</li> </ol>
<b>Resources</b>	All readings and materials will be posted on REAL. Readings are available below for each session.

<b>Course requirement</b>	<p>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.</p> <p>Active contribution to discussions during lectures – as invited by the lecturer – is encouraged.</p> <p>Presence during student presentations is mandatory for validation of module.</p>
<b>Grading and assessment</b>	<p>Grading of individual assignment (to be handed in by November 5, 2017): 70% of grade  Grading of oral group presentation on student work: 20% of grade  10% of grade according to course participation (graded as 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>
<b>Course policy</b>	<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> All cell phones/pagers <b>MUST</b> be turned off during class time.  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>	<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</p>

	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 1</b>	<b>Module introduction</b>
<b>Speakers</b>	Judith Mueller
<b>Session Outline</b>	The session will introduce prevention and define it with regard to related aspects in Public Health (health protection, education, promotion, preventative health care). During discussion, students will start formulating their own perception of prevention, with its rational and difficulties. During this session, the organization of the class and the assignment will be presented, working groups created and administrative issues clarified.
<b>Learning Objectives</b>	<i>At the end of the session, the students should be able to:</i> <ul style="list-style-type: none"> <li>- Place prevention in the landscape of public health activities</li> <li>- Identify principal difficulties, from their own and the population's perspective</li> <li>- Understand which activities are required to validate the module</li> </ul>
<b>Duration</b>	1.5 hours
<b>Training methods</b>	Lecture with discussion
<b>Readings</b>	<u>Required Reading</u> None

<b>Session 2</b>	<b>Politics of prevention</b>
<b>Speakers</b>	Eric Breton, EHESP
<b>Session Outline</b>	Lecture on theoretical principles of health policies Illustration at the example of Quebec's Tobacco Act
<b>Learning Objectives</b>	<i>At the end of the session, the students should be able to:</i> <ul style="list-style-type: none"> <li>- Define the term health policy</li> <li>- Explain which capacities in health policy are important for public health professionals</li> <li>- Identify different types of policies and policy instruments</li> <li>- Describe how ideologies influence policies</li> <li>- Explain the role of coalitions in the development of health policies</li> <li>- Analyze the development or emergence of specific health policies</li> </ul>
<b>Duration</b>	2 hours
<b>Training methods</b>	Lecture with discussion
<b>Readings</b>	<u>Required Reading</u> To be announced <u>Supplemental Reading</u> To be announced

<b>Session 3</b>	<b>Economics of prevention</b>
<b>Speakers</b>	Martine Bellanger (EHESP) and Marion Devaux (OECD)
<b>Session Outline</b>	Lecture on the basics of cost-effectiveness analysis (session 1) Lecture on economics of prevention applied to obesity and diabetes (session 2)
<b>Learning Objectives</b>	<i>At the end of the session, the students should be able to:</i> <ul style="list-style-type: none"> <li>- Interpret simple cost-effectiveness data</li> <li>- Describe the specificity of economic evaluation in prevention</li> <li>- Discuss economics of prevention at the example of obesity and diabetes</li> </ul>
<b>Duration</b>	3.5 hours
<b>Training methods</b>	Lecture and discussion
<b>Reading</b>	<u>Required Reading</u> To be announced <u>Supplemental Reading</u> Sassi, Hurst: The prevention of lifestyle-related chronic diseases: an economic framework

<b>Session 4</b>	<b>Introduction to Vaccination as an key activity in prevention</b>
<b>Speakers</b>	Judith Mueller
<b>Session Outline</b>	The session will start with presentation of principal concepts around vaccination as a public health activity. Students will reflect on stakes that can be identified from individual and collective point of view. The lecture will then present some key data on historical vaccine impact and adverse events, and the concept of indirect protection In a final discussion, we will discuss mandatory vaccination
<b>Learning Objectives</b>	<i>At the end of the session, the students should be able to:</i> <ul style="list-style-type: none"> <li>- Distinguish vaccination as a medical act, from a vaccination strategy and a vaccination programme</li> <li>- Oppose individual stakes in vaccination from public / collective stakes; and discuss mandatory vaccination</li> <li>- Present main elements on vaccine impact and adverse events following immunization</li> <li>- Explain the pivotal role of indirect protection</li> </ul>
<b>Duration</b>	2 hours
<b>Training methods</b>	Lecture and discussion
<b>Readings</b>	<u>Required Reading</u> To be announced <u>Supplemental Reading</u> Information on vaccinations and vaccine-preventable diseases

<b>Session 5</b>	<b>Decision making for vaccination</b>
<b>Speakers</b>	Jeremy Ward
<b>Session Outline</b>	Introduction to vaccine hesitancy Presentation of various models that are applicable to vaccination: rational action theory, health belief mode, theory of planned behavior, deficit model Argumentation for a comprehensive theory of immunization behavior: Culture and Cognition => Cultural behavioral explanation
<b>Learning Objectives</b>	<i>At the end of the session, the students should be able to:</i> <ul style="list-style-type: none"> <li>- Describe the current concepts from social and behavioral science for decision making</li> </ul>

	around vaccination
<b>Duration</b>	2 hours
<b>Training methods</b>	Lecture and discussion
<b>Readings</b>	<u>Required Reading</u> To be announced <u>Supplemental Reading</u> Greenough: Intimidation, coercion and resistance in the final stages of the South Asian smallpox eradication campaign, 1973-1975

<b>Session 6</b>	<b>Prevention in mental health</b>
<b>Speakers</b>	Maria Melchior, Inserm
<b>Session Outline</b>	
<b>Learning Objectives</b>	
<b>Duration</b>	4 hours
<b>Training methods</b>	Lecture and discussion
<b>Readings</b>	<u>Required Reading</u> To be announced <u>Supplemental Reading</u> To be announced

<b>Session 7</b>	<b>Ethics of prevention</b>
<b>Speakers</b>	Adrian Viens, University of Southampton
<b>Session Outline</b>	
<b>Learning Objectives</b>	<i>At the end of the session, the students should be able to:</i> -
<b>Duration</b>	4 hours
<b>Training methods</b>	Lecture and discussion
<b>Readings</b>	<u>Required Reading</u> To be announced <u>Supplemental Reading</u> Bayer and Fairchild: The genesis of public health ethics

<b>Final Session</b>	<b>Policy brief</b>
<b>Speakers</b>	Students, jury Assignment to be handed in

<b>Session Outline</b>	<p>Student groups will present their work on the pro/contra argumentation around a specific preventative intervention, taking into account the perspectives of different stake holders</p> <p>Each student will submit an individual policy brief developed from this group work</p>
<b>Learning Objectives</b>	<p><i>At the end of the session, the students should be able to:</i></p> <ul style="list-style-type: none"> <li>- prepare a balanced pro and contra argumentation around a preventative intervention</li> <li>- explore arguments from all relevant public health disciplines</li> <li>- present orally and defend the arguments</li> <li>- prepare a succinct and clear policy brief</li> </ul>
<b>Duration</b>	3 hours
<b>Training methods</b>	<p>Presentations and discussion</p> <p>Assignment</p>