Syllabus Module 102-104

N° 102-104	Social and Behavioural Sciences in Public Health
Coordinators	**Suzanne Maman, PhD, Professor** University of North Carolina, Chapel Hill maman@email.unc.edu **Jean-Baptiste Simon Combes, PhD Lecturer** Department of Human & Social Sciences EHESP School of Public Health jean-baptiste.combes@ehesp.fr
Dates	Oct. 2019: 8, 9, 11, 15, 16, 18 (102); Nov. 2019: 19, 20, 22, 26, 27, 29 (103); Dec 20 Jan, 2020: 6, 7, 8, 10 (104)
ECTS	10.5 ECTS
Duration	13,5 days of 6 hours = 81 hours
Location	Room : Grande Salle & 408-409, EHESP 20 Avenue George Sand 93210 LA PLAINE ST DENIS
Description	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
Prerequisites	None
Course learning objectives	At the completion of the module, the students should be able to: 1. Identify basic theories, concepts and models from a range of social and behavioural disciplines that are used in public health research and practice. 2. Identify the causes and nature of key social and behavioural factors that affect health of individuals and populations. 3. Explain how cultural, economic, behavioural, political, and environmental determinants interact with each other to produce social disparities in health. 4. Develop skills in qualitative research design, data collection and analysis 5. Develop skills in quantitative research design, analysis and interpretation 6. Apply skills in effective public health communication to different target audiences 7. Identify and apply basic concepts and methods in health economics
Structure (details of sessions title/speaker/date /duration)	Details of the sessions are presented below.

Resources	The recommended readings for the course include one book and one handbook. Two handbooks are available at the EHESP Office[4,5] (In the Coreil book[5] especially the chapters 2 to 6, 8 to 9, and 13 to 14). Rose, G., Khaw, K.-T. & Marmot, M. *Rose's Strategy of Preventive Medicine*. (Oxford University Press, 2008). Coreil, M. J. *Social and Behavioral Foundations of Public Health*. (SAGE Publications, Inc, 2009).
Course requirement	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. 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.
Grading and assessment	There are cumulative assignments. All grading in this module is made of group or individual work. Qualitative methods (see details below) 30%. Quantitative methods (see details below) 30%. A series of practical exercises related to health economics (10%). Individual and Contextual determinants of health (20%) Communication (10%) 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.
Course policy	**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. . 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. **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)

	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) **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). **Courtesy**: All cell phones/pages MUST 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.
Valuing diversity	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.
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.

Session M.1	**Qualitative Methods**
Speakers	Suzanne Maman, PhD, University of Northern Carolina, maman@email.unc.edu Odessa Dariel, PhD, Departement of Management, EHESP School of Public Health, Odessa.PetitditDariel@ehesp.fr
Pre requisites	Attendance to Software Labs
Particular	The qualitative method module runs over the two semesters from beginning of September to March, across two modules, SBS and MHP.
Learning Objectives	*At the end of the session, the students should be able to:* 1. Identify appropriate qualitative research questions 2. Develop qualitative research data collection tools 3. Develop skills in qualitative data collection 4. Learn the basic steps in qualitative data analysis

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<tr><td>Course contents & training methods</td><td>The qualitative methods training will occur from the beginning of September until March. Students will design a qualitative research study. Together with their group they will develop an interview guide and will each conduct interviews using this guide. As a group they will analyse the data from their interviews for their final presentation. They will be graded on the interview guide, the transcripts, the code book, and an in-class presentation.
<table>
<tr><th>Assignments</th><th>Proportion of total grade</th><th>Due Date</th></tr>
<tr><td>Research Questions & Interview Guide</td><td>20%</td><td>October 1st</td></tr>
<tr><td>In-depth interview transcripts</td><td>25%</td><td>November 6th</td></tr>
<tr><td>Code book</td><td>20%</td><td>December 15th</td></tr>
<tr><td>Final presentation</td><td>25%</td><td>End Feb/Early March TBD</td></tr>
<tr><td>Class participation
Group assessment</td><td>5%
5%</td><td>Ongoing</td></tr>
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<tr><td>Duration</td><td>Caution:
3 hours are in the introduction week (September), 26 hours within the Social and Behavioural Science Module (October, November, January), 3 hours within the Management and Health Policy module (March)
Software Labs are compulsory and total 9 hours.</td></tr>
<tr><td>Training methods</td><td>Lecture, Tutorials, Group Work, see details above</td></tr>
<tr><td>Assignment</td><td>See above for the breakdown of final grade</td></tr>
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Session M.2	**Quantitative Methods**
Speakers	Jean-Baptiste Simon Combes, PhD, EHESP School of Public Health jean-baptiste.combes@ehesp.fr
Pre requisites	Attendance to Software Labs. Own a computer.
Particular	The quantitative methods part is made of 9 hours of class work. It is complementary to the other methods technique students follow in qualitative methods and ISB and Epi modules.
Learning Objectives	*At the end of the session, the students should be able to:* *This module is mainly about getting autonomy and one way to achieve that is that there is little guidance on how to get there.* 1. Identify research questions that are testable with data given. 2. Apply quantitative techniques to a research question and make sense of results. 3. Write an essay on the research question tested.

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<tr><td></td><td>The quantitative part is made of 9 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.

<table><tr><td>#</td><td>Assignments</td><td>Proportion</td><td>Due Date</td><td>Group of Individual</td></tr><tr><td>1</td><td>Research Paper</td><td>100%</td><td>February the 4th 2020</td><td>Individual</td></tr></table>Paper is marked according to abilities to:
- Present a literature review on the topic linked to the data analysed.
- Use of tables and results and discussion of the results.
- General discussion.</td></tr>
<tr><td>Duration</td><td>9 hours in total plus office hours</td></tr>
<tr><td>Training methods</td><td>Individual Work, see details above</td></tr>
<tr><td>Assignment</td><td>One individual Essay/Article of around 2000 words.</td></tr>
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Session T.1	**Personal and contextual determinants of health**
Speakers	Lecturers: Jocelyn Raude & Aymery Constant Department of social and behavioural sciences EHESP School of Public Health Jocelyn.Raude@ehesp.fr aymery.constant@ehesp.fr
Session outline	The aim of these sessions is to better understand how a variety of personal and contextual factors interact with each other to produce health and illness, as well as social disparities in health.
Learning Objectives	At the end of the session, the students should be able to: 1. Identify basic theories, concepts and models from a range of social and behavioural disciplines that are used in public health research and practice. 2. Identify the causes and nature of key social and behavioural factors that affect health of individuals and populations. 3. Explain the role of cultural, economic, behavioural, political, and environmental determinants in the production of social disparities in health.
Duration	15 hours
Readings	1. Sutton, S. Determinants of health-related behaviours: Theoretical and methodological issues. *The Sage handbook of health psychology. London: Sage* 94–126 (2004). 2. Fisher, E. B. *et al.* Behavior Matters. *American Journal of Preventive Medicine* **40,** e15–e30 (2011). 3. Cockerham, W. C. Health Lifestyle Theory and the Convergence of Agency and Structure. *Journal of Health and Social Behavior* **46,** 51–67 (2005).
Grading	Class exam on the 26th of November

Session T.2	**Communication in public health**
Speakers	J. Mudry, PhD Associate professor Ryerson University, Canada jessica.mudry@ryerson.ca

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	*At the end of the session, the students should be able to:* 1. Identify and use basic models of communication 2. Target audience with key nutrition or public health message 3. Clarify principles of media communication in public health
Session structure	Session 1 - Theory Basic models of communication Identifying audiences Language use: clarity focus, scientific language (limits and opportunities) use of metaphor/narrative in PH campaigns Principles of visual/media communication in PH Session 1 - Practice Students write/present "press release" of PH problem to specified audience Session 2 - Theory Argumentation theory Construction of sound arguments Risk communication Session 2 - Practice Students create multimodal communication plan for case study
Duration	10 hours
Training methods	Lecture and practical work.
Grading	Individual: A poster and explanatory paragraph to be handed on the 7th of February 2020.

Session HE. 1 & 2	**Introduction & Basics of Health Economics**
Speaker	Dr. Martine M Bellanger Professor, Head of the MPH Programs, EHESP martine.bellanger@ehesp.fr
Session Outline	The purpose of this course is to demonstrate how economists think about health care issues and health care behaviours. 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 analyse behaviours for both health providers and consumers and to understand and describe public health interventions and policies
Learning Objectives	*At the end of this session, students should be able to* 1. Identify some basic concepts in economics such as economic good, opportunity cost, demand, supply, indifference curves, utility, budget constraint 2. Use the concepts of rational behavior and its implication to health 3. Interpret an aggregate demand for health care, and its relationship with revenue, prices 4. Apply economics to improve the efficiency with which health resources are allocated, and assess health impacts
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: http://real.ehesp.fr/my/ MPH_17-18-Year 1
Course requirements	Students are expected to come to class and prepared to attend
Reading/texbook	Text book : S. Morris, N Devlin & D Parkin, Economic Analyis in Health Care, Wiley Editor, 2007 Chapters 1 & 2 Papers for further reading: available http://real.ehesp.fr/my/ KJ Arrow , Uncertainty, and the Welfare Economics of Medical Care, The American Economic Review, Wolume 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 http://stats.oecd.org/index.aspx?DataSetCode=HEALTH_STAT http://www.euro.who.int/en/data-and-evidence/interactive- atlases/atlases-of-burden-of-disease http://www.who.int/whr/en/index.html : 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.

#	Assignments	Proportion of HW	Due Date	Assignment type
1	Resource allocation, Health outomes Utility & Demand	50%	Nov 12 2019	Individual
2	Costs and Production Function	50%	Jan 10 2020	Individual

Sessions HE. 3 & 4	**Production & Costs of Health Care**
Speakers	Dr. Martine M Bellanger Professor, Head of the MPH Programs, EHESP martine.bellanger@ehesp.fr
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	*At the end of this session, students will be able to* 1. Identify some basic economic concepts related to production and costs Apply production & cos theory to examine data collected in hospital settings 2. Analyse and compare different behaviour production types on the health care market 3. Compare performance measurement across countries 4. Relate what they have learned in this course to their health care environment
Duration	6 hours
Dates	

Training methods	Lecture In class applications Power Point lectures and additional required and supplemental reading will be available on: http://real.ehesp.fr/my/ MPH_17-18-Year 1
Course requirements	Students are expected to come to class and prepared to attend
Reading	Text book : S. Morris, N Devlin & D Parkin, Economic Analyis in Health Care, Wiley Editor, 2007 Chapters 3 & 4 Additional readings and website: Lafortune G, Balestat G, & 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. http://eurodrg.eu/ http://www.gapminder.org/videos/the-joy-of-stats/#.U8vakEA08d
Assignment and Grading	The second homework will consist of data analysis graph constructions on EXCEL, statistical analysis and interpretation of results. Homework 2: Costs, revenue and profit estimations, and EU comparisons, due Jan 15 2019, see details above