

Syllabus 201 Integrative Module of Public Health - Prevention

N°201	Integrative Module of Public Health - Prevention
Coordinator	Judith Mueller 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	October 14 – 18, 2019
Credits/ECTS	3 ECTS
Duration	30 hours
Location	Room : Amphitheatre, EHESP, 20 avenue George Sand, 93210 LA PLAINE ST DENIS
Description	<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"> (1) Vaccination (2) Modification of lifestyle and life course effects, focus on mental health <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>
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 how prevention in public health requires a multidisciplinary approach and which are the main challenges. 2. Describe basics of the example fields “vaccination” and “modification of lifestyle/living environment”, and put them into the wider context of prevention. 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 4. Apply the concepts when discussing specific questions in the example fields
Structure (details of sessions title/speaker/date /duration)	<p>Details of the sessions (some can be grouped when common topics)</p> <ol style="list-style-type: none"> 1. Introduction to module (J. Mueller): October 14 (1.5h) 2. Politics of prevention (E. Breton): October 14 (2h) 3. Introduction to cost-effectiveness analysis and Economics of prevention (M. Bellanger and M. Devaux): October 14 and 17 (3.5h) 4. Vaccine prevention in Public Health (J. Mueller and J. Ward): October 15 and 16 (4h) 5. Prevention through lifestyle modification, life course effects, focus on mental health: (J. van der Werden and F. Khoury): October 15 and 16 (4h) 6. Ethics of prevention (W. Sherlaw): October 17 and 18 (4h) 7. Student work (group and individual work, tutored by J. Mueller): throughout the week (8h in total,

	<p>4h with tutoring) 8. Student presentations (J. Mueller): October 18 (3h)</p>
Resources	All readings and materials will be posted on REAL. Readings are available below for each session.
Course requirement	<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. Presence during student presentations is mandatory for validation of module.</p>
Grading and assessment	<p>Grading of individual assignment (to be handed in by November 3, 2019, midnight): 70% of grade Grading of oral group presentation on student work: 30% of grade</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	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.

	Module introduction
Speakers	Judith Mueller
Session Outline	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.
Learning Objectives	<i>At the end of the session, the students should be able to:</i> <ul style="list-style-type: none"> - Place prevention in the landscape of public health activities - Identify principal difficulties, from their own and the population’s perspective - Understand which activities are required to validate the module
Duration	1.5 hours
Training methods	Lecture with discussion
Readings	<u>Required Reading</u> None

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

Duration	2 hours
Training methods	Lecture with discussion
Readings	<u>Required Reading</u> To be announced <u>Supplemental Reading</u> To be announced

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

	Introduction to Vaccination as an key activity in prevention
Speakers	Judith Mueller
Session Outline	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
Learning Objectives	<i>At the end of the session, the students should be able to:</i> <ul style="list-style-type: none"> - Distinguish vaccination as a medical act, from a vaccination strategy and a vaccination programme - Oppose individual stakes in vaccination from public / collective stakes; and discuss mandatory vaccination - Present main elements on vaccine impact and adverse events following immunization - Explain the pivotal role of indirect protection
Duration	2 hours
Training methods	Lecture and discussion
Readings	<u>Required Reading</u> To be announced <u>Supplemental Reading</u> Information on vaccinations and vaccine-preventable diseases

	Decision making for vaccination
Speakers	Jeremy Ward
Session Outline	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
Learning Objectives	<i>At the end of the session, the students should be able to:</i> - Describe the current concepts from social and behavioral science for decision making around vaccination
Duration	2 hours
Training methods	Lecture and discussion
Readings	<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

Session 4	Prevention in mental health
Speakers	Judith van der Werden, Inserm
Session Outline	Mental health problems such as depression, anxiety, substance abuse, affect approximately one person out of four during the lifecourse, and often emerge in childhood and adolescence. Primary prevention efforts thus need to focus on young people, be multidimensional given high comorbidity among different types of mental health problems, and be sustained. In addition, because of extant social inequalities with regard to mental health difficulties from early childhood onwards, prevention efforts need to take into account the differential risks and impacts of interventions according to persons' socioeconomic background. Topics discussed will include a brief description of the social epidemiology of mental health problems, some examples of preventive interventions, their efficacy and their impact on social inequalities with regard to mental health
Learning Objectives	<i>At the end of the session, the students should be able to:</i> - Describe current concepts in the field of prevention of mental diseases, including in a life course perspective
Duration	2 hours
Training methods	Lecture and discussion
Readings	<u>Required Reading</u> To be announced <u>Supplemental Reading</u> To be announced
	Life style modification, complex interventions
Speakers	Fabienne Khoury

Session Outline	Complex interventions are health service or public health interventions that contain several interacting components, often at different levels e.g. individual, organisational, community, and population levels. They raise a number of challenges relating to their design, implementation and evaluation. This seminar will start with a short overview of the evolution of the definition of complex health interventions. Then the different challenges of designing and evaluating a complex health-related behaviour change programme will be discussed. Process evaluation of complex interventions, and examples of lifestyle interventions will also be presented
Learning Objectives	<i>At the end of the session, the students should be able to:</i> - Describe and discuss preventative interventions for life style modification, with focus on complex interventions
Duration	2 hours
Training methods	Lecture and discussion
Readings	<u>Required Reading</u> To be announced <u>Supplemental Reading</u> To be announced

	Ethics of prevention
Speakers	William Sherlaw
Session Outline	The class starts with an introduction on the major fundamentals (liberalism, communitarianism, utilitarianism, paternalism...) and then applies the concepts on selected examples.
Learning Objectives	<i>At the end of the session, the students should be able to:</i> - Describe and discuss relevant concepts in Ethics of prevention - Apply them to the examples of vaccination and life style modification, as well as their topic chosen for the policy brief
Duration	4 hours
Training methods	Lecture and discussion
Readings	<u>Required Reading</u> To be announced <u>Supplemental Reading</u> To be announced

Final Session	Policy brief
Speakers	Students, jury Assignment to be handed in
Session Outline	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 Each student will submit an individual policy brief developed from this group work
Learning Objectives	<i>At the end of the session, the students should be able to:</i> - prepare a balanced pro and contra argumentation around a preventative intervention - explore arguments from all relevant public health disciplines - present orally and defend the arguments

	- prepare a succinct and clear policy brief
Duration	3 hours
Training methods	Presentations and discussion Assignment