

Syllabus Module 102-104

N° 102-104	Social and Behavioural Sciences in Public Health
Coordinators	<p>Suzanne Maman, PhD, Professor University of North Carolina, Chapel Hill maman@email.unc.edu</p> <p>Simon Combes, PhD Lecturer Department of Human & Social Sciences EHESP School of Public Health simon.combes@ehesp.fr</p>
Dates	<p>Oct. 2020: 5, 6, 7 Nov. 2020: 2, 3, 4 Nov-Dec: 30, 1, 2 Jan. 2021: 11, 12, 13 Feb. 2021: 8, 9, 10 Mar. 2021: 8, 9, 10</p>
ECTS	10.5 ECTS
Duration	90 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	<p>At the completion of the module, the students should be able to:</p> <ol style="list-style-type: none"> 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	<p>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 book⁵ especially the chapters 2 to 6, 8 to 9, and 13 to 14).</p> <p>Rose, G., Khaw, K.-T. & Marmot, M. <i>Rose's Strategy of Preventive Medicine</i>. (Oxford University Press, 2008).</p> <p>Coreil, M. J. <i>Social and Behavioral Foundations of Public Health</i>. (SAGE Publications, Inc, 2009).</p>
Course requirement	<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:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The due dates for these graded exercises will be indicated in due time.</p>
Grading and assessment	<p>There are cumulative assignments.</p> <p>All grading in this module is made of group or individual work.</p> <p>Qualitative methods (see details below - 30%).</p> <p>Quantitative methods (see details below - 10%).</p> <p>Health economics (see details below - 15%).</p> <p>Sociology of Health (see details below - 15%).</p> <p>Individual and Contextual determinants of health (see details below - 20%)</p> <p>Communication (see details below - 10%)</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>
Course policy	<p>Attendance & punctuality</p> <p>Regular and punctual class attendance is a prerequisite for receiving credit in a course.</p> <p>Students are expected to attend each class. Attendance will be taken at each class.</p> <p>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).</p> <p>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/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>
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	<p><i>At the end of the session, the students should be able to:</i></p> <ol style="list-style-type: none"> 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

Course contents & training methods	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.		
	Assignments	Proportion of total grade	Due Date
	Research Questions & Interview Guide	20%	October 1 st
	In-depth interview transcripts	25%	November 6 th
	Code book	20%	December 15 th
	Final presentation	25%	March the 11 th
	Class participation Group assessment	5% 5%	Ongoing
Duration	24 hours of which 6 are for presentations, and 6 are for group meetings with Odessa Dariel Software Labs are compulsory and total 9 hours.		
Training methods	Lecture, Tutorials, Group Work, see details above		
Assignment	See above for the breakdown of final grade		

Session M.2	Quantitative Methods
Speakers	Simon Combes, PhD, Ehesp School of Public Health simon.combes@ehesp.fr Amanda Garrison, MSc, Ehesp School of Public Health amanda.garrison@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	<p><i>At the end of the session, the students should be able to:</i> <i>This module is mainly about getting autonomy and one way to achieve that is that there is little guidance on how to get there.</i></p> <ol style="list-style-type: none"> 1. Produce and interpret quantitative tables. 2. Produce and interpret statistical test. 3. Produce and interpret a logistic regression results.

	<p>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.</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>Producing, exporting and commenting tables.</td> <td>1/3</td> <td>19th January 2021</td> <td>Individual</td> </tr> <tr> <td>2</td> <td>Producing, exporting and commenting statistical test.</td> <td>1/3</td> <td>16th of February</td> <td>Individual</td> </tr> <tr> <td>3</td> <td>Producing and interpreting a logistic</td> <td>1/3</td> <td>16th of March</td> <td>Individual</td> </tr> </tbody> </table>	#	Assignments	Proportion	Due Date	Group of Individual	1	Producing, exporting and commenting tables.	1/3	19th January 2021	Individual	2	Producing, exporting and commenting statistical test.	1/3	16th of February	Individual	3	Producing and interpreting a logistic	1/3	16th of March	Individual
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2	Producing, exporting and commenting statistical test.	1/3	16th of February	Individual																	
3	Producing and interpreting a logistic	1/3	16th of March	Individual																	
Duration	9 hours in total plus office hours																				
Training methods	Individual Work, see details above																				
Assignment	Introduction work																				

Session T.1	Personal and contextual determinants of health
Speakers	<p>Lecturers: Jocelyn Raude & Aymery Constant Department of social and behavioural sciences EHESP School of Public Health</p> <p>Jocelyn.Raude@ehesp.fr aymery.constant@ehesp.fr</p>
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	<p>At the end of the session, the students should be able to:</p> <ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Sutton, S. Determinants of health-related behaviours: Theoretical and methodological issues. <i>The Sage handbook of health psychology</i>. London: Sage 94–126 (2004). 2. Fisher, E. B. <i>et al.</i> Behavior Matters. <i>American Journal of Preventive Medicine</i> 40, e15–e30 (2011). 3. Cockerham, W. C. Health Lifestyle Theory and the Convergence of Agency and Structure. <i>Journal of Health and Social Behavior</i> 46, 51–67 (2005).
Grading	Class exam on the 26 th 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	<i>At the end of the session, the students should be able to:</i> <ol style="list-style-type: none"> 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	<p>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</p> <p>Session 1 - Practice Students write/present "press release" of PH problem to specified audience</p> <p>Session 2 - Theory Argumentation theory Construction of sound arguments Risk communication</p> <p>Session 2 - Practice Students create multimodal communication plan for case study</p>
Duration	9 hours
Training methods	Lecture and practical work.
Grading	Individual: A poster and explanatory paragraph to be handed on the 7 th of February 2020.

Session HE	Introduction & Basics of Health Economics
Speaker	Pr Nicolas Sirven Professor, Management Departement, EHESP nicolas.sirven@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	<i>At the end of this session, students should be able to</i> <ol style="list-style-type: none"> 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	15 hours

Training methods	<p>This course will follow a lecture format.</p> <p>Class attendance is a critical component of the learning experience</p> <p>Students are encouraged to ask questions on the course material and to share any personal experiences when relevant.</p> <p>Power Point lectures and additional required and supplemental reading will be available on Real</p>
Course requirements	Students are expected to come to class and prepared to attend
Reading/textbook	<p>Text book :</p> <p>S. Morris, N Devlin & D Parkin, Economic Analysis in Health Care, Wiley Editor, 2007 Chapters 1 & 2</p> <p>Papers for further reading: available http://real.ehesp.fr/my/</p> <p>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</p> <p>Websites http://stats.oecd.org/index.aspx?DataSetCode=HEALTH_STAT http://www.euro.who.int/en/data-and-evidence/interactive-atlases/atlas-of-burden-of-disease http://www.who.int/whr/en/index.html : World health report 2013: Research for universal health coverage</p>
Assignments & Grading	See Sociology of Health

Session SH	Introduction & Basics of Sociology of Health
Speaker	<p>Lecturer Delphine Moreau</p> <p>Department of social and behavioural sciences</p> <p>EHESP School of Public Health</p> <p>delphine.moreau@ehesp.fr</p>
Session Outline	<p>This course aims to present the many contributions of sociology to the understanding of health issues: how can we explain the diversity of health representations and practices from one era to another, from one society to another or from one social group to another? How are elaborated and recognized different knowledges in health : “scientific knowledge”, “expert from experience”, “professional experience”...? Can we speak of an ever-increasing medicalization of society or should we rather speak of a collapse of medical power due to the assertion of commercial and state actors, other professions and patient movements? What place should be given to these different actors in the elaboration of health policies and in the transformation of health systems? This course will introduce to sociological concepts, theories and problems through the study of actual researches, linking theories with methods for collecting and analysing empirical data.</p>
Learning Objectives	<p><i>The objectives of this course are :</i></p> <ol style="list-style-type: none"> 1. Introduce to main theoretical frameworks through which sociologists approach health; 2. develop the students' skills in comparing and critiquing sociological work. 3. practice connecting these theories and sociological studies to issues in the social world. 4. Analyse and question the construction of health policies
Duration	15 hours

Training methods	<p>This course will follow a lecture format and critical reading of sociological texts and classroom debates and discussions.</p> <p>Class attendance and participation is a critical component of the learning experience</p> <p>Students are encouraged to ask questions on the course material and to share any personal experiences when relevant.</p> <p>Power Point lectures and additional required and supplemental reading will be available on Real.</p>																				
Course requirements	<p>Students are expected to come to class having read actively the required readings for the session, being ready to present and discuss it. A list of the sessions will be given on the first class.</p>																				
Reading/textbook	<p>Text book :</p> <p>Becker, Howard Saul. <i>Outsiders. Studies in the sociology of deviance.</i> London: The Free Press, 1966.</p> <p>Becker, Howard Saul. <i>Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article.</i> Traduit par Pamela Richards. 2nd ed. Chicago Guides to Writing, Editing, and Publishing. Chicago: University of Chicago Press, 2007.</p> <p>Bergeron, Henri, et Patrick Castel. « Continuity, capture, network: The professional logics of the organization of care ». <i>Sociologie du Travail</i> 53, Supplément 1 (novembre 2011): e1-18. https://doi.org/10.1016/j.soctra.2011.09.002.</p> <p>Bury, Michael, « The sociology of chronic illness: a review of research and prospect », <i>Sociology of Health and Illness</i>, 1991, 13-4, p.451-468.</p> <p>Conrad, Peter. « Medicalization and Social Control ». <i>Annual Review of Sociology</i> 18 (août 1992): 209-32.</p> <p>Durkheim, Émile. <i>Suicide: a study in sociology.</i> New York, Etats-Unis d'Amérique: Free Press, 1966.</p> <p>Epstein, Steven. « The Construction of Lay Expertise: AIDS Activism and the Forging of Credibility in the Reform of Clinical Trials ». <i>Science, Technology, & Human Values</i>, 18 août 2016. https://doi.org/10.1177/016224399502000402.</p> <p>Immergut E. M., 1992, "The rule of the game: the logic of health policy-making in France, Switzerland, and Sweden", in : Steinmo S., Thelen K., Longstreth F. (eds) <i>Structuring Politics: Historical Institutionalism in Comparative Analysis</i>, Cambridge, Cambridge University Press, p. 57-89.</p> <p>Light, Donald W., 2010, « Health-Care Professions, Markets and Countervailing Powers » in : Bird, Chloe and Conrad, Peter, <i>Handbook of Medical Sociology</i>, p.270-289.</p> <p>Starr, Paul, « The Social Origins of Professional Sovereignty », in : <i>The Social Transformation of American Medicine</i>, Basic Books, 1982, p.3-29.</p>																				
Assignments & Grading	<p>Assignment is joint with Health Economics and is graded by Delphine Moreau, Nicolas Sirven and Simon Combes.</p> <p>Students are asked to write an essay of 3000 to 4000 words.</p> <p>This essay should use Sociology or Economics concept to analyse a Health topics. Topics will be proposed.</p> <p>As in Becker, writing is a process more than a result. Learning writing is about learning to let others read what you wrote. Undergraduate studies are about writing term papers which are rarely read by an external before handing it in (Becker 2007). In Graduate studies, you learn how to write dissertations which may become good because they took time to be written and were read extensively by at least another person.</p> <p>In this assignment we ask you to write once and got comments and remarks before handing the second version.</p> <table border="1" data-bbox="435 1825 1394 2016"> <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></td> <td>Draft</td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td></td> <td></td> <td>February the 28th 2021</td> <td>Individual</td> </tr> <tr> <td>2</td> <td>Final essay</td> <td>100%</td> <td>April the 28th</td> <td>Individual</td> </tr> </tbody> </table>	#	Assignments	Proportion of HW	Due Date	Assignment type		Draft				1			February the 28th 2021	Individual	2	Final essay	100%	April the 28th	Individual
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