

Syllabus 221 Integrative Module of Public Health – Prevention and Lifestyle Behaviour Change

N°221	Prevention and Lifestyle Behaviour Change
Coordinators	Aymery Constant & Jocelyn Raude Social and behavioral sciences department Ecole des Hautes Etudes en Santé Publique (EHESP School of Public Health) Aymery.constant@ehesp.fr
Dates	November 28 th to December 02 nd 2022
Credits/ECTS	3 ECTS
Duration	30 hours
Location	Room : 401, EHESP, 20 avenue George Sand, 93210 LA PLAINE ST DENIS
Description	<p>Unhealthy lifestyles (tobacco, alcohol, diet, physical activity) account for the majority of chronic diseases and premature deaths worldwide. However, public health practitioners have little training in behavioural sciences, and multi-level prevention approaches. This course provides an overview of the science that underlies evidence-based interventions and strategies designed to change unhealthy behaviours, and the application of these approaches in prevention practices (childhood obesity, tobacco, epidemic outbreak, and alcohol). The introductory lecture and the group works sessions will be devoted to understanding and applying the principles of Motivational Interviewing (MI), a state-of-the-art, evidence-based communication and counseling approach designed for building and strengthening individual' inner motivation for positive behavior change.</p> <p>In the mornings, the lectures will provide insights on theoretical concepts and multi-level prevention practices in the field of childhood obesity, physical activity, infectious diseases and alcohol. During the afternoons, students will work in small groups with assistance from the faculty, to prepare a taped simulated behavioural counselling. This exercise represents an essential part of the course since it provides students the opportunity to put the MI principles into practice. A group project has to be developed and conducted in groups of 4-6 students. We have chosen this approach as research suggests that it optimizes learning and should best prepare you for the professional life.</p> <p>Teaching & Learning Methodology</p> <p>Students have to conceive and develop a taped simulated behavioural counselling addressing a patient's health problem related to his/her unhealthy lifestyle. Each student group will draw a card which defines this problem, and will write a scripted dialogue between the patient and the health provider accordingly. The different process underlying MI must be present in the interaction. Reading material, video and template will be provided to help student in the conception and development of their videos. The taped simulation may represent a face to face interaction (filmed using a smartphone, for instance), or an online consultation recorded on zoom/skype.</p>
Prerequisites	Public Health core modules
Course learning objectives	<ul style="list-style-type: none"> • Become familiar with the multiples levels of behaviour change interventions • Understand the application of these approaches in prevention practices • Understand the basic principles of motivational interviewing • Identify barriers to effective risk communication • Learn how to elicit change in individuals and organizations
Competences	Knows, supports and engages in and supports health-promoting and health literacy activities and programmes for implementing good practice to promote health at a population level and specific organization or institutional level (2.2)

	<p>Uses evidence-based methods and strategies, social participation and intersectoral approaches as tools for promoting health and influencing public policies affecting health (2.3)</p> <p>Fosters citizen empowerment and engagement within the community, developing capabilities that are valuable to actively participate in the development and decision-making of a healthy community (2.5)</p>
Structure (details of sessions title/speaker/date /duration)	Please refer to the schedule provided
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 February 15, midnight): 20% of grade Grading of oral group presentation on student work: 80% 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</p>

	<p>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>
<p>Valuing diversity</p>	<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 educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation and social position.</p>
<p>Course evaluation</p>	<p>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.</p>