Syllabus–Social and behavioral sciences in public health
Modules 103

Modules	Social and behavioral sciences in public health
Coordinator	Aymery CONSTANT
Dates	See schedule
Credits/ECTS	10,5 ECTS
Location	Room : Grande Salle, EHESP 20 Avenue George Sand 93210 LA PLAINE ST DENIS
Description	The Social and behavioural sciences in public health address individudal, social, cultural and environemental factors related to individual and population health and health disparities over the life course. The first module is made of different teaching in Psychology, Health Promotion, Sociology, Social Marketing, Geography, Communication and Poltical Sciences that are evaluated together using multiple choice questions (see "assignment" at the end of the page). The second module Introduces the principles and processes of research method for applying the scientific method to understanding behavior. Includes preparation for and experience with designing, conducting, interpreting, and evaluating behavioral science research studies. Prepares students for writing abatsract based on their results to summarize research. **General Competencies** We use the Who/Aspher competency table: https://www.euro.who.int/__data/assets/pdf_file/0003/444576/WHO-ASPHER-Public-Health-Workforce-Europe-eng.pdf 1.5 Is aware of the health needs of the population based on considerations of the burden of disease, indicators, characterization of risks and demand for and access to health care 1.6 Contributes to or leads community-based health needs assessments, ensuring that these assessments consider biological, social, economic, cultural, political and physical determinants of health and wider determinants of health such as deprivation. 1.7 Designs and conducts qualitative and/or quantitative research that builds on existing evidence and adds to the evidence base for public health practice, involving relevant stakeholders in this process 7.1 Communicates strategically by defining the target audience, listening and developing audience-appropriate messaging 7.4 Communicates health messages (including risks to health) effectively (both in writing and verbally) through a range of modern media and social marketing to lay, professional, academic and political audiences Competency 1.5, 1.6, 7.1 and 7.2 are covered in the module 1. Competency 1.7 is covered through the module 2: "conducting a study in behavioral study: from the research question to the abstract writing" **Module 1: Analysis of complex phenomenon influencing health (Competencies 1.5, 1.6, 7.1 and 7.4)** The main objective of this module is to provide insghts on complex causal processes involving several determinants (e.g. political, social, economic, communication, psychosocial, or behavioral – risk/pathogenic or protective/salutogenic – factors) interacting together to explain the health of some individuals and/or groups in a given situation (Note that "Health" includes

	the person physical and psychological condition, but may be also understood as a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, according to the WHO definition). The teaching provided in this module are through lenses of several academic disciplines (psychology, social marketing, health policicies, communication, health promotion…) and each discipline contributes to the competencies above. For example in Sociology, understanding how illnesses are socially constructed, though not mentioned in the competencies above is clearly a major knowledge to have to be able to reach competency 1.5 and critically appraise 'the burden of disease' or 'demand for and access to health care'. Psychology provides some framework for understanding how behavior and the environment interact to produce certain health outcomes at the individual level, and also a framework for understanding how you might change those outcomes.. Health professionals must also know about communication and marketing key concepts and designing programs to promote health products and changing health behavior. Social marketing" is an approach to persuade people to accept ideas and attitudes, perform healthy behaviors, refer to health facilities, and receive health products. **Module 2: Conducting a study in behavioral study: from the research question to the abstract writing (Competency 1.7)** This module introduces the principles and processes of research method for applying the scientific method to understanding behavior. Includes preparation for and fundamental experience with designing, conducting, and interpreting, behavioral science research studies. Prepares students for writing abatsract based on their results to summarize research.
Prerequisites	None
Course learning objectives	At the end of the module, you should be able to: • Identify basic theories, concepts and models from a range of social and behavioural disciplines that are used in public health research and practice. • Identify the causes and nature of key social and behavioural factors that affect health of individuals and populations. • Explain how cultural, social, behavioural, political, and environmental determinants interact with each other to produce social disparities in health. • Design and conduct a study investigating socio-cognitive determinants of health
Structure	Module 1 involves mainly lectures and some groupworks, and has to be highly interactive, encouraging critical thinking, debate and reflection. Module 2 involves mainly groupworks (under the supervision of teachers) and some introductory lectures designed to provide guidance/support during the whole process, from study design to data interpretation. Most weeks, sessions will devote at least the last half hour of each morning, and the first half hour of each afternoon, to engaged discussion and reflection.
Resources	*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, 2009 (especially the chapters 2 to 6, 8 to 9, and 13 to 14).* *https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5506389/* *https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.601.956&rep=rep1&type=pdf* *https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.601.956&rep=rep1&type=pdf*

	https://www.frontiersin.org/articles/10.3389/fpsyg.2020.579460/full
Course requirement	*Designing an online survey investigating socio-cognitive determinants of health behaviours among students/young adults*
	You will work in assigned groups for the purpose of completing this important part of the course. *We realized that MPH students have little insights on how to collect, analyze and interpret data on their own. These competencies may be however very useful for internship positions in NGOs, local health authorities, private practioners or companies, when large database are not available. Also, some people think that if you have a small sample size you cannot use statistics. These people are dead wrong, but it is a common misconception among public health practioners.*
	An online survey has to be developed and conducted in groups of 4-5 students. We have chosen this approach as research suggests that it optimizes learning and should best prepare you for the professional life. The exercise represents an essential part of the course since it provides students the opportunity to put into practice theories and models covered in the readings, to design online questionnaires, to collect their own data and perform statistical analyses.
	With the growth of mobile technologies and the Internet, health studies and interventions are increasingly delivered online or with the use of technology. Several advantages of web-based interventions have been cited, including ability to reach many people with a single posting; easy storage of large amounts of information; ease of updating information; ability to provide feedback; cost effectiveness and convenience for users; timeliness of access; and ease of adapting information for specific populations.
	Several lectures and group work sessions are planned during the SBSPH module to provide insights and guidance to the students throughout the whole process.
	The different steps of the group work are scheduled below.
	1. Decide on your research goals (lecture by Aymery Constant)
	2. Create a questionnaire (group work with Aymery Constant)
	3. Invite the participants (can be done during or outside classes)
	4. Gather your responses
	4. Data analyses (group work with Jocelyn Raude)
	4. Report your findings (gtoupwork with Aymery Constant)
	Resources
	https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5506389/
	https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.601.956&rep=rep1&type=pdf
	https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.601.956&rep=rep1&type=pdf
	https://www.frontiersin.org/articles/10.3389/fpsyg.2020.579460/full
	Attendance/participation :
	Credit for this part of the course is divided into two aspects: attendance and participation. Scores for attendance are simply based on number of class days attended. Credit for participation is earned by active involvement in discussions with faculty, fellow students and guest lecturers.

Grading and assessment		

Component	% of Grade

Module 2
   Study protocol
   Questionnaire
   Abstract
Individual participation (survey)
	50 %

Module 1: mutlple choices questions	50 %
TOTAL	100% (20 pts)

Course policy

Attendance & punctuality
Regular and punctual class attendance is a prerequisite for receiving credit in a course.
You 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 you are not able to make it to class, you are required to send an email to the instructor and to the MPH program coordinating team explaining your absence prior to the scheduled class date. All supporting documents are provided to the end-of-year panel.
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If you miss class, you 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. Students are entitled to be reassessed in any failed component(s). If you undertake a reassessment or retake a module, you 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, you will be penalized, as above mentioned. You must directly notify your professor or the MPH academic secretariat before the exam or before the assignment deadline. Before accepting a 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 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.