Syllabus–Social and behavioral sciences in public health
Modules 103

Modules	Social and behavioral sciences in public health
Coordinator	Melissa MIALON
Dates	
Credits/ECTS	10,5 ECTS
Location	EHESP Rennes
Description	The social and behavioural sciences in public health address individudal, social, political, economic, commercial, cultural and environemental factors (amongst others) related to individual, population and planetary health and health inequities over the life course. The root causes of ill-health will be discussed in the module. The module is made of different teaching in Public Health, Psychology, Health Promotion, Sociology, Social Marketing, Communication and Political Sciences that are evaluated through oral presentations towards the end of the module. **General Competencies** We use the Who/Aspher competency table: https://iris.who.int/bitstream/handle/10665/347866/WHO-EURO-2020-3997-43756-61569-eng.pdf?sequence=1&isAllowed=y ✓ 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 ✓ 2.2 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 ✓ 2.3 Uses evidence-based methods and strategies, social participation and intersectoral approaches as tools for promoting health and influencing public policies affecting health ✓ 2.5 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 ✓ 2.6 Where needed, generates or promulgates information to counteract industry marketing in relation to nutrition, tobacco cessation, alcohol consumption reduction, etc. ✓ 2.8 Understands and addresses the upstream fundamental causes of health inequalities and downstream consequences (such as drug and alcohol abuse and smoking) in ensuring equitable access to health services ✓ 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 ✓ 7.6 Communicates with respect when representing professional opinions and encourages other team members, including community members and patients, to express their opinions and contribute to decision-making ✓ 9.3 Acts according to ethical standards and norms with integrity and promotes professional accountability, social responsibility and the public good ✓ 9.4 Critically reviews and evaluates own practices in relation to public health principles, including critical self-reflection

	✓ 9.7 Demonstrates an ability to understand and manage conflict-of-interest situations, as defined by organizational regulations, policies and procedures
	The main objective of the module is to provide insghts on complex causal processes involving several determinants of health (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, etc.) 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.
	During the module, research on social and behavioural sciences in public health will also be explored, and research publications will be discussed.
Prerequisites	None
Course learning objectives	At the end of the module, you should be able to: • Identify basic theories, concepts and models in social and behavioural science that are used in public health research and practice. • Identify the causes and nature of key determinants that affect health of individuals and the planet. • Discuss research on social and behavioural sciences in public health
Structure	The module involves lectures and groupwork, and will be interactive, encouraging critical thinking, debate and reflection.
Resources	*Rose, G., Khaw, K.-T. & Marmot, M. Rose's Strategy of Preventive Medicine. Oxford University Press, 2008.* *https://www.thelancet.com/series/commercial-determinants-health* *https://journals.plos.org/globalpublichealth/article?id=10.1371/journal.pgph.0000936* *https://journals.plos.org/globalpublichealth/article?id=10.1371/journal.pgph.0002269*
Course requirement	Credit for this part of the course is include 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	(see table below)
Course policy	**Attendance & punctuality**

Grading and assessment

Component	% of Grade
Oral presentations	100 %
TOTAL	100% (20 pts)

	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. All supporting documents are provided to the end-of-year panel.
	If you miss class, you are responsible for catching up on the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts and assignments. If additional assistance is 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.
	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.
	Courtesy: Students are required to conduct themselves according to professional standards
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.