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6, rue du Douanier Rousseau 75014 PARIS, FRANCE - Tél. : +33 (0)1 40 51 76 96 - E-mail: [info@micefa.org](mailto:info@micefa.org)

**Course Title:** Public Health and Medicine: The French Model

**Instructor:** Melissa Kenzig, DrPH, MSPH, CPH

**Instructor Contact:** [melissa.micefa@gmail.com](mailto:melissa.micefa@gmail.com)

**Credits:** 4\*

## Course Description

The goal of this intensive 4-credit\* summer program that spans four weeks in Paris, France is to introduce North American students (United States and Canada) to France's unique approach to public health and health care. The course is divided into two primary sections as follows:

- **Class sessions and visits:** During the first three weeks of the program, students will attend approximately 11 class sessions and 15 site visits. Each session will be approximately two hours. A seminar-style method of instruction will be used during classes in which discussion and group analysis will be privileged rather than lecture. Class sessions will be conducted fully in English. Site visits may be conducted in English or French. Please review the course schedule closely for dates, times, and locations of each session.
- **Research project:** The goal of the research project is to offer students the opportunity to investigate the similarities and differences in how countries approach the prevention and treatment of health conditions. Students will select a health issue of interest and conduct an independent research project comparing how France and their home country compare in their approach to it. Students will present their work to their classmates in the last week of class and submit a written paper to the instructor.

\*Recommended credit, all decisions concerning credit awarded to students are at the student's home university's discretion.

## Course Objectives

By the end of this course, students will be able to:

- Discuss the public health and medical systems of France.
- Compare and contrast the French health system with that of their home country.
- Describe the position and function of various health-related institutions in France.
- Recommend a solution to address a health-related issue affecting France and their home country.

## Course Prerequisites

There are no specific prerequisites for this course. Students are encouraged to have taken an introductory-level public health course and at least one semester of French.

## Course Materials

Course materials include book chapters, journal articles, professional/organizational reports, websites, and videos. Students are expected to come to class having thoroughly reviewed all of the assigned materials for the day and be ready to discuss them. Please see the list of readings following the schedule below. Materials are posted on the MICEFA website for students to download/read; paper copies of readings are not provided.

## Course Grading & Assignments

### Assessment

Assignment	Percentage of Final Grade	Due Date
Class Sessions (Attendance & Participation)	20%	June 3-21
Class Visits (Attendance & Participation)	20%	June 3-21
Class Sessions & Visits Journal & Reflection	20%	July 5
Research Project Presentation	15%	June 24-28
Research Project Written Paper	25%	July 19

### Grading Scale

Letter Grade	Percentage
A	94%-96%
A-	90%-93%
B+	87%-89%
B	84%-86%
B-	80%-83%
C+	77%-79%
C	74%-76%
C-	70%-73%
D+	67%-69%
D	64%-66%
D-	60%-63%
F	0%-59%

Students taking the course as pass/fail are expected to attend all sessions and complete all written assignments. You must earn at least a 70% to receive a grade of passing. Students taking the class as non-credit are strongly encouraged to complete at least the journals and reflection papers in order to actively participate in class discussion.

## **Journal of Your Experiences**

Beginning with your arrival in Paris, you should start keeping a journal. This diary is the place where you record your observations and experiences of your time in Paris, as well as your personal reactions to what you are observing and experiencing in classes, visits, and in your daily lives. Consider what you are learning about yourself in terms of your skills, cross-cultural strengths and weaknesses, and interests in possible future directions. Use the journal to reflect on your experiences and relate them to what you are reading about and discussing in the course. Plan to write approximately one page per day in your journal.

During your first week, you are encouraged to reflect on the following questions: What are your reactions to your new reality in Paris, France? What things strike you as unfamiliar and unexpected? What things seem familiar? How are you adjusting to your living situation, working with a new group of students, and navigating a new city? How does what you've seen so far match or conflict with your prior expectations?

You can write your journal on the computer, in a book, or on a blog - whatever is easiest and feels best for you. It does not need to be formal, but you should work to have clear thoughts and observations on the day. Submit the journal along with the Class Sessions and Visits Reflection Paper. You can submit the journal as typed pages or as screenshots/photos that you insert into a document (please do not submit separate photo files of your journal pages).

## **Class Sessions & Visits Reflection Paper**

At the end of the first three weeks of the class, students should begin work on their Class Sessions and Visits Reflection Paper. This paper, which should be submitted along with the associated journal pages from weeks one through three of the class, is due two weeks after the last class session. Students should reflect on their learning during the first three weeks along a number of dimensions: What have you learned about health in France and their health system? What have you learned so far from living in French culture? How do the public health and medical systems in France and your home country compare? What could each country stand to learn from the other? Students can choose to review each dimension of the program as a learning experience or to focus on themes that cut across program activities. Feel free to be creative in how you do this. This paper can be written in the first person, but should still reflect appropriate standards of academic quality. The paper, not including the journal, should be approximately 2,000 words (approximately four pages, double-spaced).

## Research Project

The Research Project is a culmination/synthesis of the course, our visits, and their connection to a current issue facing the health field in France and your home country. Select a public health or medical issue (health concern, policy, programs, services, etc.) that is relevant in both France and your country of origin, and compare and contrast how both countries are responding to it. Your paper should discuss how your experiences during the program relate to larger issues and challenges facing the public health and medical systems, and demonstrate an application of knowledge gained from our coursework and visits, and your observership activities. The research project final paper should at a minimum address each of the points listed below.

- Select one major issue/problem facing the current public health and medical systems that are relevant in both France and your home country.
- Describe the issue, including the scope, who it affects, and factors affecting (causing/exacerbating/reducing) it in each country.
- Discuss how the issue is affecting the public health and medical systems of 1) France and 2) your home country.
- Compare and contrast the public health and medical system response to the issue in both countries.
- Suggest at least one strategy that each country could implement to address the issue in their respective country. Justify how each suggested strategy is relevant and appropriate given the country's respective public health and medical system.

Students should consider potential focus areas for the research project during the first two weeks of the course. You will meet individually with the instructor at the end of week two to discuss the focus of their research project. This paper should be written in a formal, academic style, be approximately 3,500 words (approximate 6-8 double-spaced pages), and utilize a minimum of five scholarly journal articles cited in APA style. The final project is due two weeks after the end of the program.

## Course Policies

### Participation

Participation is valued as meaningful contribution in the classroom and during visits, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, peer-to-peer exchanges, interaction with guest speakers, and attentiveness during co-curricular and outside-of-classroom activities.

More specifically, and besides regular class attendance and punctuality (see below), students will be expected to do the required readings, participate in outings, and participate actively in discussions. The participation grade will evaluate students' involvement in all these activities as well as focus and engagement during class time and during outings. Simply attending class without engaging does not count as active participation in the class session. Students should

have phones and computers turned to silent and put away during class and observership times unless specifically needed for participation.

### **Course Attendance and Punctuality**

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade. Due to the intensive schedules, unexcused absences that constitute more than 10% of the total course will result in a written warning. Excessively tardy (over 15 minutes late) students will be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to the observership. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

### **Late Assignment Policy**

All assignments are expected to be submitted on time. The course schedule lists all assignments and their due dates, therefore, it is solely the students' responsibility to plan accordingly and complete/submit assignments on time. Late assignments receive an automatic 10% deduction for each day late unless granted an approved extension. Approvals for extensions are on a case-by-case basis and are not granted for issues related to time management. Assignments submitted more than three days late or not completed by the agreed upon extension date will receive a grade of '0' with no exceptions.

### **Educational Accessibility**

MICEFA is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. If you experience a disability that will impact your ability to access any aspect of the class, please contact the program coordinator as soon as possible (prior to the start of the course, if possible) so that we can work together to ensure that appropriate accommodations are available to you.

### **Academic Integrity**

MICEFA subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating, plagiarism, or academic dishonesty in any form will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ from country to country and between universities. We expect students to adhere to both the U.S. norms and their home university's expectations.

No "recycled" papers are accepted for this course. That is, students should not submit work that has been submitted at another educational institution to satisfy a paper requirement. In addition, students are expected to use scholarly sources for assignments in this course. You must demonstrate the ability to understand and apply professional scholarly resources available via a library such as library databases and academic journals in addition to the class readings in your writing. Just using resources available via the internet does not demonstrate your ability to

find and use scholarly sources. All of the sources used in your writing must be cited correctly in APA style. Failure to use scholarly sources and/or cite your sources correctly in APA style is considered plagiarism and will result in a failing grade, depending on the level of plagiarism. Your home institution's library and/or writing center should have resources on how search for scholarly sources and how to cite your sources appropriate in order to avoid claims of academic dishonesty.

## Course Schedule

Please see the attached schedule for a full listing of classes, visits, times, and locations. Remember, you are responsible for arriving in the correct location at the correct time.

## Course Readings

Please complete all required readings prior to the first day of class. Readings will be referred to regularly throughout the course.

### Required Readings

- Allin, S. & Rudoler, D. (2017). The Canadian Health Care System. Retrieved from <http://international.commonwealthfund.org/countries/canada/>
- Durand-Zaleski, I. (2017). The French Health Care System. Retrieved from <http://international.commonwealthfund.org/countries/france/>
- Golden, S., McLeroy, K., Green, L., Earp, J., & Lieberman, L. (2015). Upending the social ecological model to guide health promotion efforts toward policy and environmental change. *Health Education & Behavior : The Official Publication of the Society for Public Health Education*, 42(1 Suppl), 8S-14S.
- Krishnan, A., Kapoor, S. K., & Pandav, C. S. (2014). Clinical medicine and public health: Rivals or partners? *The National Medical Journal of India*, 27(2), pp. 99-101. Retrieved from [http://archive.nmji.in/archives/Volume-27/Issue-2/08-27-2-MS\\_Final-II.pdf](http://archive.nmji.in/archives/Volume-27/Issue-2/08-27-2-MS_Final-II.pdf)
- Kuo, A., Inkelas, M., Lotstein, D., & Samson, K. (2006). Rethinking Well-Child Care in the United States: An International Comparison. *Pediatrics*, 118(4), 1692-1702.
- Marmot, M. (2005). Social determinants of health inequalities. *The Lancet*, 365(9464), 1099-1104.
- National Cancer Institute. (2005). Theory at a Glance: A Guide for Health Promotion Practice, 2nd ed. (NIH Publication No. 05-3896). Washington, D.C.: U.S. Dept. of Health and Human Services, National Institutes of Health. Retrieved from [https://cancercontrol.cancer.gov/brp/research/theories\\_project/theory.pdf](https://cancercontrol.cancer.gov/brp/research/theories_project/theory.pdf)
- Nay, O., Béjean, S., Benamouzig, D., Bergeron, H., Castel, P., & Ventelou, B. (2016). Achieving universal health coverage in France: Policy reforms and the challenge of inequalities. *The Lancet*, 387(10034), 2236-2249.

- Palfreman, J. (Producer, Writer, Director) & Reid, T. R. (Writer). (2008, Apr 5). Sick Around the World [PBS FRONTLINE]. Boston, MA: WGBH Educational Foundation. Retrieved from <http://www.pbs.org/wgbh/frontline/film/sickaroundtheworld/>
- Reid, T. R. (2009). Sick Around the World. London, UK: Penguin Press. Excerpt retrieved from <http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/countries/models.html>
- The Commonwealth Fund. (2017). The U.S. Health Care System. Retrieved from [http://international.commonwealthfund.org/countries/united\\_states/](http://international.commonwealthfund.org/countries/united_states/)

## Recommended Readings

- Commission on Social Determinants of Health. (2008). Part 1: Setting the scene for a global approach to health equity. *Closing the gap in a generation: Health equity through action on the social determinants of health. Final Report of the Commission on Social Determinants of Health (pp 25-39)*. Geneva, Switzerland: World Health Organization. Retrieved from [http://apps.who.int/iris/bitstream/10665/43943/1/9789241563703\\_eng.pdf](http://apps.who.int/iris/bitstream/10665/43943/1/9789241563703_eng.pdf)
- Donohoe, M. (2012). Chapter 1: Universal Declaration of Human Rights & Chapter 2: Public health as social justice. *Public health and social justice (pp. 5-19)*. San Francisco, CA: John Wiley & Sons, Incorporated.
- Forum för Health Policy (Producer). (2016, Feb 16). The iron triangle of systems of health care | Gwyn Bevan | Forum för Health Policy [Video file, 38:54 minutes]. Retrieved from [https://www.youtube.com/watch?v=T21Br\\_zXfL8](https://www.youtube.com/watch?v=T21Br_zXfL8)
- Hardie, J., & Landale, N. (2013). Profiles of Risk: Maternal Health, Socioeconomic Status, and Child Health. *Journal of Marriage and Family, 75(3)*, 651-666.
- Muennig, P., & Su, C. (2013). Chapter 3: the global burden of disease. *Introducing global health : practice, policy, and solutions (pp 63-85)*. Somerset: John Wiley & Sons, Incorporated.
- Pampel, F.C., Bricard, D., Khlal, M., Legleye, S. (2017). Life course changes in smoking by gender and education: a cohort comparison across France and the United States. *Population Research and Policy Review, 36(3)*: 309-330.