



MISSION
INTERUNIVERSITAIRE DE
COORDINATION DES
ECHANGES
FRANCO-
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Course Title: Public Health and Medicine: The French Model

Instructor: Melissa Kenzig, DrPH, MSPH, CPH

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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. (Note: Students doing the observership do not complete this portion of the coursework. See below for the description of separate expectations for the last week of classes for students completing the observership.)

*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 4-22
Class Visits (Attendance & Participation)	20%	June 4-22
Class Sessions & Visits Journal & Reflection	20%	July 7
Research Project Presentation / Observership Participation	20%	June 26-29
Research Project Written Paper / Observership Reflection Paper	20%	July 14

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 (All students)

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 (All students)

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 1,000 words (approximately four pages, double-spaced).

Research Project (Only for students NOT completing the observership)

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, presented both in the class and as a formal written paper. 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 week of the course. You can meet individually with the instructor to discuss the focus of their research project as needed. Students will present their research projects during the last week of class. Presentations should be approximately 15-20 minutes long, followed by time for questions from the class, and address the above bullets. The associated written paper should expand upon the presentation and be in a formal, academic style, be approximately 1,500-2,000 words (approximately 6-8 double-spaced pages), and utilize a minimum of five scholarly journal articles cited in APA style. The final written project is due two weeks after the end of the program.

Observership & Reflection Paper (ONLY for students completing the observership)

Approved students may participate in an observership during the last week of the program. The goal of the observership is to place the student into an opportunity to see first hand what professionals of the health care and public health systems in France experience. Students are placed either alone or in pairs in hospitals, institutes, private practices and general medical centers and observe the work of a professional during their daily work. Students are encouraged to ask questions, participate and interact with the professional that is overseeing them in order to gain enriching hands-on knowledge of the system in France. Students are expected to complete approximately 35 hours of observership.

During the observership, students should continue their journal as they did during the first three weeks. Following the observership week, students should begin work on their Observership Reflection Paper. Your reflection paper should provide an overview of your observership placement, summarize your experiences during your observership, and consider the role of the organization within the French public health and medical systems. In your paper, provide an overview of the organization/agency that you worked with, including the following information:

- mission statement and brief history of the organization

- overview of services provided by the organization (within and beyond your observership placement in the organization)
- organizational chart and identification of your observership placement within the organization (if an organizational chart is not available, create one showing major leadership/management positions)
- knowledge/skills/attributes required to be successful working in this setting (academic training, interpersonal skills, technology, etc.)

As part of this reflection paper, you should also plan to interview at least one person at your observership to discuss the organization and its work. Please include a list of your interview questions and interview notes in an appendix to your paper and use the content of the interview in your paper. Students should reflect on their learning during the observership along a number of dimensions:

- What have you learned about the work of this organization in relation to the French public health and medical systems?
- What have you learned during your observership?
- How does the work of this organization compare to a similar organization in your home country?
- What challenges is the organization/agency you worked with facing, and how are they responding to these challenges (new programs, policies, organizational changes, services, etc.)?
- What ideas has this experience given you in terms of your future work?

This paper can be written in the first person, but should still reflect appropriate standards of academic quality. The paper, not including the daily journal of the observership, should be approximately 1,500-2,000 words (approximately 6-8 double-spaced pages). This paper, which should be submitted along with the associated journal pages from week four of the class, 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 to search for scholarly sources and how to cite your sources appropriately 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 films and readings prior to the first day of class. Readings will be referred to regularly throughout the course.

Required Films

- Moore, M. (2007). Sicko. Lionsgate. Available at <https://www.filmsforaction.org/watch/sicko/>
- 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/>

Required Readings

- Allin, S., Marchildon, G. & Peckham, A. (2020). Canada. International Health Care System Profiles. New York, NY: The Commonwealth Fund. Retrieved from <https://www.commonwealthfund.org/international-health-policy-center/countries/canada>
- Berwick, D., Nolan, T., & Whittington, J. (2008). The triple aim: care, health, and cost. *Health Affairs*, 27(3), 759-769.
- Durand-Zeleski, I. (2020). France. International Health Care System Profiles. New York, NY: The Commonwealth Fund. Retrieved from <https://www.commonwealthfund.org/international-health-policy-center/countries/france>
- Hsiao, W. C. (2003). What is a Health System? Why Should We Care? Harvard School of Public Health Working Paper.
- 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
- 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

- 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.
- 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. (2020). United States. International Health Care System Profiles. New York, NY: The Commonwealth Fund. Retrieved from <https://www.commonwealthfund.org/international-health-policy-center/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
- 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 für Health Policy (Producer). (2016, Feb 16). The iron triangle of systems of health care | Gwyn Bevan | Forum für Health Policy [Video file, 38:54 minutes]. Retrieved from https://www.youtube.com/watch?v=T21Br_zXfL8
- 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.
- Hardie, J., & Landale, N. (2013). Profiles of Risk: Maternal Health, Socioeconomic Status, and Child Health. *Journal of Marriage and Family*, 75(3), 651-666.
- Kimball, M., & Fried, B. J. (2012). Chapter 2: Defining and measuring health systems. In L. M. Gaydos & B. J. Fried (Eds.) *World Health Systems : Challenges and Perspectives (pp. 29-47)*. Chicago, Ill: Health Administration Press.
- 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.
- 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.