

## Syllabus – Elective Course

Course title:

**Health: a common good? A multidisciplinary approach to health in the social context**

Credits:

6 ECTS credits

Teaching language:

English

Target students:

Students in health, nursing, sociology, anthropology, political science, philosophy, economy, and social work

Teacher in charge of the course:

Laure Liénard, MSW (*Institut Social de Lille, Université Catholique de Lille*)

### **COURSE PRESENTATION**

Prerequisite:

Students undertaking this course should normally have successfully completed at least one semester at university, or have equivalent experience. They must have some ability to work as a group and be able to communicate easily in English at a standard university level. In other respects, the course is intended to serve a mix of profiles and learning backgrounds for a more diverse international learning experience.

Content:

This course will provide students with an overview of health and its various dimensions

In the Western world, health is often understood in its restrictive sense of “absence of disease.” However, other cultures, along with the World Health Organization, emphasize the notion of “wellbeing,” as well as the social and environmental factors involved in health.

Health and well-being can be seen as social constructs – a form of consensus that varies according to the social context. The implementation of the Welfare States in Europe was the result of a long process that has led our societies to envision health both as a right and as a common good.

In this course, we will try to understand how health needs are understood and addressed in our societies thanks to input from various disciplines. This will help us nourish critical thinking regarding the place of health in our home societies.

Class sessions will cover the following topics:

- Introduction: mind-mapping health based on selected reading
- health and welfare states: a social-historical approach of how welfare states came to be, based on the French example

- Public policy and epidemiology
- A sociological and anthropological approach to health: health as a cultural notion (intercultural and gender issues), health and inequalities
- Health economics: an economic approach to health and well-being as an investment + statistical software practice module
- Visit to two health care providers (hospital or community centre) in Lille with opportunities to interact with French practitioners and decision-makers in the field of public health
- Final assessment: students' Country Reports, and evaluation

#### Learning Outcomes:

At the end of the course, the students should:

- understand health in relation to a multidisciplinary "toolbox" (sociology, anthropology, political science and philosophy, economy, and social work)
- understand the different concepts of health in the world including "absence of disease" versus "wellbeing," and understand how health needs are apprehended and addressed in European societies thanks to input from various disciplines
- employ critical thinking regarding the place of health in their home societies
- be sensitive to intercultural communication and how it may affect their future professional lives in an international world

#### **WORKLOAD**

*French contact hours = 60 minutes (in some countries/institutions, 1 contact hour = 45-50 minutes)*

<b>Form:</b>	<b>Number of hours</b>	<b>Comments</b>
Face-to-face, in-class, on-site learning	<b>39 hours</b>	13 sessions of 3 hours; includes visits to healthcare providers
Additional field trips		
Approximate personal work / homework	15 hours	
Student total workload	54 hours	

#### **EDUCATIONAL METHODS**

Lectures, discussion, meeting with professionals, case studies, group work

## RESOURCES

All course materials will be supplied in class. They include slides and readings, such as:

- VENKATAPURAM Sridhat (2011) *Health Justice* (introduction)
- FREEMAN Richard (2000) *The Politics of Health in Europe* (chapter2)
- Replication of LAYTE, R. and WHELAN, C.T. (2009) "Explaining Social Class Inequalities in Smoking: the Role of Education, Self-Efficacy and Depression", *European Sociological Review* 25(4): 399-410

## ASSESSMENT

Form	Number	Comments
Continuous assessment (20%)	3	Quizzes
Final exam (60%)	1	Country Report: written essay and oral presentation regarding student's home country
Others (student participation...) (20%)		Attendance, participation, and contribution to group discussion

*This syllabus is based on information available at the time of publication (December 2018). Changes may occur.*

*For updated information about course content, please contact us: [esp@univ-catholille.fr](mailto:esp@univ-catholille.fr)*