Sustainable Approaches to Health in France

Course Details

Course Designator & Number: AHS 3003
Number of Credits: 3
Language of Instruction: English
Contact Hours: TBD
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This syllabus is subject to change. The Canvas site will be the most updated information for the course.

Course Description

A wide range of factors influence health status in a country, including politics, economics, culture, history, and the systems that provide structure and process in a country. As the global world developed the 2030 Sustainable Development Goals (SDGs) framework, we've seen an increase in innovative strategies by countries to meet the 2030 goals, with France emerging as a leader in their efforts. The 2030 Sustainable Development Goals are framed by five categories: planet, people, prosperity, peace, and partnership. France has made some innovative efforts to move the needle in each of these categories. For example, it is leading the way with food security, having introduced a new international strategy for food security, nutrition, and sustainable agriculture in October 2019. From public health and health care systems to food safety and security, the extensive challenges require collaboration, coordination, and an interprofessional approach to be successful.

While France is geographically about the same size as Texas, France has a population of 66.99 million while Texas has 29 million. Life expectancy is among the highest in Europe; however, that is slowing. While France has a nationally funded health care system, which provides good access to high-quality health care, there are noticeable differences among those with higher socioeconomic status (SES) and those with lower SES. Another significant disparity is gender,

with women living significantly longer than men do with a six-year gender gap. The French government is responsible for both the national health strategy and financing of the regional health agencies, who in turn are responsible for the local health care. Residents of France are required to enroll in France's statutory health insurance. The system covers most costs for hospitals, physicians, and long-term care, as well as prescription drugs, with patients being responsible for coinsurance, copayments, and balance bills for physician charges that exceed covered fees. The insurance system is funded primarily by payroll taxes (paid by employers and employees), a national income tax, and tax levies on certain industries and products. Ninety-five percent of citizens have supplemental insurance to help with these out-of-pocket costs, as well as dental, hearing, and vision care.

Montpellier in southern France is historically significant as home to the oldest active school of medicine in the modern world. William VIII of Montpellier gave freedom for all to teach medicine in Montpellier in 1180. The city's faculties of law and medicine were established in 1220 by Cardinal [Conrad of Urach](), legate of [Pope Honorius III](). This will provide an opportunity for students to be introduced to historical agencies that resulted in decisions that are still present in the 21st Century. Over the centuries, the medicine faculty has been one of the major centers for the teaching of medicine in Europe. Montpellier is also home to the Montpellier France Health Hub, which is designed as a collective effort, bringing together stakeholders from different horizons and helping local players take shared responsibility and action. The health project of the hub seeks to mobilize the health ecosystem, including education and training, research and care, companies, and public authorities, to develop major projects, stimulate development in the health sector, encourage company growth, and promote the Montpellier metropolitan area internationally. Being in southern France, Montpellier has a Mediterranean influence with rich olive and wine making industries. The French Agricultural Research Centre for International Development (CIRAD) is an agricultural research and international cooperation organization working for the sustainable development of tropical and Mediterranean regions.

According to writer Kim Ann Zimmerman, "The culture and underlying values in France are distinctly different from the US. The French believe in égalité, which means equality, and is part of the country's motto: "Liberté, Egalité, Fraternité." Many say they place a higher importance on equality than liberty and fraternity, the other two words in the motto." We will explore how France's history, culture, and underlying values affect health, health disparities, and systems that influence health, health care, and SDGs.

Course Objectives

Students who complete this course will be able to:

- Articulate the global Sustainable Development Goals framework, and France's plans and approaches to meet those goals by 2030. Compare and contrast France's progress with the international community progress.

- Using an equity, social justice, and cultural lens, compare and contrast health care in France with other health care systems in the world, including the US and Minnesota.

- Describe the ethical challenges and cultural influences on systems and approaches that influence health in France, as well as in the US and Minnesota.

- Explicitly explore and describe connections between historical agents' choices and decisions in the past, and their relevance for students' choices and decisions in the present.

Student Learning Outcomes

This course will help students meet many of the Student Learning Outcomes. Students who successfully complete this course:

- Can identify, define, and solve problems.

- Can locate and critically evaluate information (in another culture).

- Understand diverse philosophies and cultures within and across societies.

- Can communicate effectively.

- Understand the role of creativity, innovation, discovery, and expression across disciplines.

- Have acquired skills for effective citizenship and life-long learning.

Methodology

Fulfillment of Liberal Education Core

Liberal education is an approach to learning that helps students gain a broad understanding of systems and allows them to deal with a complex world in constant change. Health and disease fit into liberal education when explored through the lens of culture and society. While many view the health system and medical practices as a central component of health, the social determinants of health (SDOH) have a far greater impact on the health of societies. The SDGs are a global effort to sustainably address social determinants of health. This course has been designed to help students understand the complex social and cultural factors that influence health. This is accomplished through readings, discussion, reflection, and a final project but more specifically through a guided cross-cultural experience in France that presents a clear and defined example of how culture shapes the environment of health and sustainability.

Fulfillment of Global Perspectives Theme

Traveling to France and exploring the relationship between culture and health through the SDGs will provide students with a framework to also explore sustainable approaches to health in many other countries including their own. France has a long history that will lay the foundation for exploration of how the past and present relationships between structural forces and individuals' actions influence progress toward meeting the SDGs. France has a strong national culture and Montpellier's southern location adds a Mediterranean component to the culture. Students will take the Intercultural Development Inventory (pre- and post-) and use the ODIE (observe, describe, interpret, evaluate) approach to discuss and reflect upon cultural differences seen and experienced in France. Culture is deeply embedded in history, and students will explore how historical decisions shape the culture of today, with a special focus on the culture that influences decisions that influence health and systems of health.

Understanding the role of health systems and health professionals in ensuring a healthy community, country, and world is part of being a responsible health professional and a global citizen. The French government is responsible for both the national health strategy and financing of the regional health agencies, who in turn are responsible for the local health care. Residents of France are required to enroll in France's statutory health insurance, which is funded primarily by payroll taxes, a national income tax, and tax levies on certain industries and products. Students will learn about France's policies and approaches to health and health care while comparing and contrasting those to the USA.

The global SDGs provide another framework with which to assess progress in improving global health and to compare challenges and initiatives across various countries. The SDGs represent an international effort to create a sense of shared responsibility for the health of the world. Students will better understand how that sense of shared responsibility is working in France as compared to other parts of the world, including the US. This course will provide the students with the experience of seeing how France approaches the SDGs and how that ultimately affects the health of French citizens.

Activities and Assignments

Class at UofM

- Orientation

- Ice breakers, team building

- Introduction to SDGs, SDOH, IDI, and ODIE

- Introduction to French language

- Assignment: Pre-Intercultural Development Inventory (IDI)

- Assignments: Reflections

- Assignments: Readings with discussion

    o   Articles and reading (this is an example list).

    o   [WHO France Innovating Health Solutions](#)

    o   [Canadian Museum of History—Virtual Museum of New France](#)

    o   [A Brief History of France Health Care System](#)

    o   [Background of Sustainable Development Goals](#)

While abroad

- Assignments: Journal reflections on a range of topics that reflect each of the course learning objectives and the days' activities (e.g., field trips)

- Preparing SDG project

- Assignments: Daily participation

Conclusion

- Final SDG project

- Assignment: Post-Intercultural Development Inventory

- Assignment: Final reflection

Each assignment will describe the expected outcomes and have a grading rubric. The ability to participate, engage, reflect, and debrief is essential to being successful in this course. Students will be encouraged to explore their assumptions and expectations during this course.

Participation: While in France, students will be required to be active participants in the in-person debrief and class discussions, and to be engaged on all field excursions. Debrief discussion topics will involve daily experiences with comparisons of those in France to those in MN and the US. Debriefs will also include discussions on any ethical challenges experienced or raised during daily experiences. Class discussion topics will include preparation for excursions, SDGs, historical context, and comparisons between France, the US, and Minnesota.

Reflections: At the UofM, students will reflect on the IDI and ODIE, the readings on the history of health and culture in France, the SDGs relative to MN/USA, and the SDOH in their lives. In the country, students will complete reflections based on what they have experienced in France and how that relates to intercultural development, the SDGs, and health.

Final Project: Throughout the time in France, students will use their experiences (lectures, excursions, discussions, readings, etc.) to explore a SDG and ultimately the impact on health. Students will also provide a France-USA/MN comparison. On the final day of the course, students will present their final SDG project.

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Course Content

Schedule is tentative; see Canvas for the most up-to-date version.

Unit 1

Introduction to Course, Icebreakers

- IDI
- Readings

Unit 2

Introduction to SDGS, Final Project, SDG 11

- Reflection
- Readings

Unit 3

Intercultural Development Inventory (IDI), Observe Describe Interpret Evaluate (ODIE)

- Reflection
- Readings

Unit 4

LAC Orientation

- Reflection

Unit 5

SDG 3, Student Location Assignments

- Reflection

- Readings

Unit 6

SDGs 14 & 4
- Reflection

Unit 7

Team Project Work Time; Preparation for Travel, Logistics, Safety
- Reflection

Schedule while Abroad

Unit 1

Depart from US

Unit 2

Arrival in Montpellier
- Welcome dinner

Unit 3

Introductions, Orientation, Market
- Picnic at beach

- Reflection

Unit 4

Orientation, French Survival
- Lunch

- Tour of Montpellier

- Reflection, Final project

Unit 5

Market, Lecture on Social System
- Lecture on reducing inequalities

- Reflection, Final project

Unit 6

Visit to Medical School
- Lecture on the Cevennes

- City visit with Claire

- Reflection, Final project

Unit 7

Visit to Olive Oil Domaine
- Reflection, Final project

Unit 8

Lecture on French Education System
- Visit to historical medical school and gardens

- Reflection, Final project

Unit 9

Volunteer Project
- Volunteer

- Reflection, Final project

Unit 10

Travel to Cevennes
- Travel to Cevennes

- Reflection

Unit 11

Hike with Donkey
- Travel back to Montpelier

- Reflection, Final project

Unit 12

Visit to Aigues-Mortes
- Visit to salt fields

- Reflection, Final project

Unit 13

Visit to SupAgro
- Final project work session

- Reflection, Final project

Unit 14

No Visit Scheduled
- Reflection, Final project

Unit 15

Student Presentations

- Free time

- Reflection, Final project

Unit 16

Visit to Sete with Boat Ride

- Farewell lunch

- Reflection

Unit 17

Travel to MN

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty
Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Late Assignments and Policy for Make Ups
Plan to meet the deadlines for each assignment. Failure to turn in assignments on time will result in the loss of one (1) point for each day the assignment is late. We recognize, however, that unexpected events can happen which can impact your ability to complete an assignment on time. Should that be the case, contact us in advance of the due date to make alternative arrangements, understanding that your instructor(s) reserve the right to make the final decision regarding revised deadlines and outcomes.

Student Conduct
Students participating in this class will adhere to multiple codes of conduct. The Learning Abroad Center requires students to sign their code of conduct. The Pre-Health Student Resource Center also has a code of conduct; the host location may have a code of conduct. Additionally, students are bound by the University Of Minnesota Student Code Of Conduct,

whether they are taking classes on this campus, or elsewhere in the world. Refer to the [Student Conduct Code](#).

Note that the conduct code specifically addresses disruptive conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Sexual Harassment

Sexual harassment means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable. For additional information, consult Board of Regents Policy: https://regents.umn.edu/sites/regents.umn.edu/files/2020-08/policy_sexual_harassment_sexual_assault_stalking_and_relationship_violence.pdf

Equity, Diversity, Equal Opportunity, & Affirmative Action

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: https://regents.umn.edu/sites/regents.umn.edu/files/2019-09/policy_equity_diversity_equal_opportunity_and_affirmative_action.pdf

Disability Accommodations

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UofM Twin Cities: 612.626.1333) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
- Students with short-term disabilities, such as a broken arm, can often work with instructors to minimize classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.

- If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
- If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information is available [on the DRC website](#).

Mental Health & Stress Management

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. Learn more about the broad range of [confidential mental health services available on campus](#).

Academic Freedom & Responsibility

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.* Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students."

Student Privacy & Teaching

In this class, our use of technology will sometimes make students' names and University of Minnesota Internet IDs visible within the course website, but only to other students in the same class. Since we are using a secure, password-protected course website, this will not increase the risk of identity theft or spamming for anyone in the class. If you have concerns about the visibility of your Internet ID, contact the instructor for further information.

Students may not distribute instructor-provided notes or other course materials, except to other members of the same class or with the express (written) consent of the instructor. Instructors have the right to impose additional restrictions on course materials in accordance with copyright and intellectual property law and policy. Students may not engage in the

widespread distribution or sale of transcript-like notes or notes that are close to verbatim records of a lecture or presentation.

Teaching & Learning—Student Responsibilities

Responsibility for class work:

Students are responsible for knowing all information contained in the syllabus. Students are responsible for meeting all course requirements, observing all deadlines, examination times, and other course procedures. Students are responsible for seeking academic help and accommodation in a timely fashion.

Students who need special accommodations are responsible for working first with the relevant University offices and then with the instructor at the beginning of the course. Website: https://policy.umn.edu/education/studentresp

Class Participation in Online Discussion Boards/Forums

Selected assignments in this course will involve students participating in online discussions. These discussion boards, or forums, will allow students to reflect on a topic or experience, as well as provide a chance to exchange ideas and continue discussion that class time does not allow. Responses to other students on the discussion board are expected and should be substantive enough to reflect comprehension, providing a thoughtful commentary. For example, a substantive response might consist of a different point of view, a reflection on the content provided in class, or a disagreement that includes facts to support your point. "I agree" is not a substantive contribution.

Online Etiquette

Use appropriate formal written language for email and other online communications. Use proper written English in your postings (grammar and sentence structure). Do not type in all CAPS or all lowercase. Use punctuation. If you have any questions about online etiquette, ask your instructors for guidance.

Emails

When emailing the instructor(s), practice professionalism. Include your first and last name with appropriate contact information at the bottom of your email messages, as well as the appropriate greeting. If the instructor emails you requesting information, reply as promptly as possible. The instructor will respond within one to two business days. Communication via email will be sent to your University account.

Canvas Course Site Use & Expectations

This course is taught using Canvas. You must access the site on a regular basis to participate in class, but also to gain access to the required course materials. Additionally, your assignments will be submitted through the Canvas system. Copies of the syllabus, along with assignments, web links, the discussion board, announcements, resources, and weekly course information, along with other critical information for the course will be posted on the course Canvas site. Hard copies of the materials will not be handed out. You are expected to print out any needed information and bring it to class. Whenever possible, slides from the guest presenters will be made available on Canvas *after* their presentations have been given.

Assignments & Quizzes through Canvas

All course assignments are to be turned in and quizzes taken via Canvas by the posted deadline on the day they are due, unless otherwise indicated. For problems with Canvas, first contact Canvas. Send an email to the faculty prior to the due date/time regarding the problem.

When submitting assignments, please include your First Name, Last Initial and Name of the assignment in the file name. For example: KellyR_SelfAnalysisPaper.doc (or .docx) Written assignments must be turned in using Word (.doc – OR –.docx) or PDF files, with the exception of the assignment which is to be done in PowerPoint (.ppt). Any other files will not be accepted since our computers cannot read them.

Remember to click "Submit" for your assignments, not "Save As," when turning them in.

Logging into Canvas

Log into the MyU Portal using your Internet ID and password. Once there, log in and click the "Courses" tab to access the syllabus, assignments, web links, the discussion board, and weekly course information, as well as other resources.

Checking Canvas, Email, & Announcements

Students are responsible for checking the course Canvas site and your University email on a regular basis for announcements and updates. It is recommended that you check the Canvas site at least three (3) times per week. Announcements for the course will be posted in the "News and Announcements Forum" section of the Canvas site. All email for this course will be sent to the student's University address instead of via the course site. To find a computer facility, visit Technology Help.