Instructor Information

- Dr Usman Khan
- 00 44 7811 405763
- Mondays 12.30 to 1pm
- Usman.khan@nyu.edu

Course Information

- Monday 1pm to 4pm
  - BDFS G04
- None

Course Overview and Goals

This course examines how social, behavioral, historical and political factors influence public health in community, national, and global contexts. We consider how health is influenced by factors such as age, gender, culture, race/ethnicity, social class, and geography. Public health problems and their solutions are analyzed in light of individual risk factors as well as larger structural forces, and we consider the rights of the individual versus the welfare of the public. We examine the ways our understandings of health and well-being shape, and are shaped by, the health care system, our own values, and our assumptions.

Upon Completion of this Course, students will be able to:

- Cite the field of public health and its various dimensions.
- Provide a population perspective on health and disease.
- Define and describe the social determinants of health and explain how they differ from other (biological) determinants of health.
- Debate on individual versus societal rights related to the promotion of health and prevention of disease.
- Demonstrate a deep understanding of the complex factors that shape health issues, and the response of government, institutions, and policies to those issues.

Course Requirements
Grading of Assignments

The grade for this course will be determined according to these assessment components:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>Description of Assignment</th>
<th>% of Final Grade</th>
<th>Due</th>
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<tbody>
<tr>
<td>Class Contribution</td>
<td>Active involvement in lectures, seminars, visits and guest speaker sessions</td>
<td>10%</td>
<td>10\textsuperscript{th} Dec 2018</td>
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<tr>
<td>In Class Exercises</td>
<td>Two group exercises as set out in the relevant sections of the course guidance. Each group of four to five students will be required to present to the class for three to five minutes (no PowerPoint presentations are required).</td>
<td>20%</td>
<td>Week 4 onwards</td>
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<tr>
<td>Case Study Presentation</td>
<td>Groups will prepare a PowerPoint presentation of no more than twelve slides on the topic of obesity. Presentation will last between 8-15 minutes and will require equal contributions from all team members. They will also be required to answer questions from students and faculty for a maximum of five minutes.</td>
<td>30%</td>
<td>26\textsuperscript{th} November 2018</td>
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<tr>
<td>Seen Exam</td>
<td>Students will be given a choice of two questions to take home in preparation for a 90 minute exam.</td>
<td>40%</td>
<td>10\textsuperscript{th} December 2018</td>
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Failure to submit or fulfill any required course component results in failure of the class

Grades

Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Example: 90% and higher</td>
<td>Demonstrates a consistently high level of achievement</td>
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<tr>
<td>B</td>
<td>Example: 80% - 89.95%</td>
<td>Demonstrates a high level of achievement with only minor elements below this</td>
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<tr>
<td>C</td>
<td>Example: 70% - 79.95%</td>
<td>Demonstrates an adequate level of achievement</td>
</tr>
<tr>
<td>D</td>
<td>Example: 65% - 69.95%</td>
<td>Demonstrates an adequate level of achievement with only minor elements below this</td>
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<tr>
<td>F</td>
<td>Example: 59.99% and lower</td>
<td>Demonstrates an inadequate level of achievement.</td>
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Course Materials
Required Textbooks & Materials


Optional Textbooks & Materials


A website with frequent updates of topical material for this course is the Lancet global health site http://www.thelancet.com/global-health


This WHO book is available as a free download: Ingrid Wolfe and Martin McKee (editors) European Child Health Services and Systems. 2013

This report from the London Health Commission in 2014 contains useful comparative data:

Two International reports of the Institute of Health Equity may be of interest for specialist study:

Addressing Social, Economic and Environmental Determinants of Health and the Health Divide in the Context of Sustainable Human Development

The Social Determinants of Mental Health 2014
http://www.instituteofhealthequity.org/projects/social-determinants-of-mental-health

PDF files of selected journal articles will also be available to download on the Class site.

Resources

- Access your course materials: NYU Classes (nyu.edu/its/classes)
- Databases, journal articles, and more: Bobst Library (library.nyu.edu)
- NYUL Library Collection: Senate House Library (catalogue.libraries.london.ac.uk)
- Assistance with strengthening your writing: NYU Writing Center (nyu.mywconline.com)
- Obtain 24/7 technology assistance: IT Help Desk (nyu.edu/it/servicedesk)

Course Schedule
<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td><strong>Session 1:</strong> Monday 3rd September 2018</td>
<td>Course Introduction</td>
<td>For the first two lectures you will be focusing on the first third of the Mary-Jane Schneider textbook. Don't be too put off as each chapter is no more than ten to fifteen pages in length, very clearly written and with good introduction and summary sections. For Week One you will be required to read the following five chapters: • CH 1: Public Health: Science, Politics, and Prevention • CH 2: Why is Public Health Controversial? • CH 4: The Basic Science of Public Health • CH 5: Principles and Methods • CH 6: Problems and Limits</td>
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<td><strong>Session 2:</strong> Monday 10th September 2018</td>
<td>Public Health &amp; Epidemiology in Context</td>
<td>See Session One</td>
<td>(In Class Exercise One)</td>
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<td><strong>Session 4:</strong> Monday 24th September 2018</td>
<td>Health Walking Tour</td>
<td>No Specific Reading</td>
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<td><strong>Session 6:</strong> Friday 5th October 2018</td>
<td>Museum Tour</td>
<td>A lighter week in terms of reading with a couple of suggestions that will help complement your visit. Davies, G (2012) The Illustrated Timeline of Medicine The Rosen Publishing Group Chatterjee, H &amp; Noble, G. (2013) Museums, Health and Well-Being Ashgate On-Line</td>
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<tr>
<td><strong>Session 7:</strong> Monday 8th October 2018</td>
<td>Social Inequality and the Social Construction of Social Inequality and the Social Construction of Illness and Medicalization Overview Having first examined the biomedical basis of health and illness in the Session One, we now move onto</td>
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<tr>
<td>Session 7: Tuesday 27th November 2018</td>
<td>Illness and Medicalization</td>
<td>consider how aspects of health and illness can be viewed to be social constructions rather than objective realities. In addition to understanding the dynamics of this process and the role of medical professions students will be given a number of case study examples, which they will be able to discuss and debate. Reading There are such a large number of texts on this subject that developing a reading list for a single lecture is always going to be problematic. It is suggested that you start with the Conrad article, which will give you a broad overview of the principles of constructivist thinking and then dip into the other reading to build out from this. Reading the early sections of Ivan Illich’s seminal work Medical Nemesis is also highly recommended.</td>
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<tr>
<td>Session 11: Monday 12th November 2018</td>
<td>Guest Lecture – Obesity</td>
<td>No Specific Reading</td>
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<td>Session 12: Monday 19th November 2018</td>
<td>Obesity Group Presentation and Debate</td>
<td>No Specific Reading</td>
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<td>Assignment Due</td>
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<td>Final Assessment: Monday 3\textsuperscript{rd} December</td>
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<td>Final seen exam</td>
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Co-Curricular Activities

- There will be two visits, and a guest speaker session. All are compulsory for student

Classroom Etiquette

You are actively and regularly engaged in insightful discussion and critique of course readings and topics, often and elegantly making connections across readings and between weekly lecture topics. Your arguments are clearly organised and original, and sometimes draw on experience from outside the classroom, including personal experience and other coursework, particularly from your field of study. You take a leadership role in in-class exercises and debates. You make clear, thoughtful class presentations, working effectively and problem solving as part of a team. You write a clear, insightful project report, drawing connections between materials throughout the course, to make your arguments. You have a readable, grammatically correct writing style. You adhere to assignment guidelines, staying to task, answering all questions cohesively and completely, and keeping to the designated time limitations.

NYUL Academic Policies

Attendance and Tardiness

- Key information on NYU London’s absence policy, how to report absences, and what kinds of absences can be excused can be found on our website (http://www.nyu.edu/london/academics/attendance-policy.html)

Assignments, Plagiarism, and Late Work

- You can find details on these topics and more on this section of our NYUL website (https://www.nyu.edu/london/academics/academic-policies.html) and on the Policies and Procedures section of the NYU website for students studying away at
global sites (https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html).

**Classroom Conduct**

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services. Please refer to the NYU Disruptive Student Behavior Policy for examples of disruptive behavior and guidelines for response and enforcement.

**Disability Disclosure Statement**

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

**Instructor Bio**

Dr Usman Khan was appointed Executive Director of the European Health Management Association in March 2016. EHMA is a not for profit European association made up of representatives from national service providers, universities and policy organisations. The mission of EHMA is to enhance the capacity and capability of its stakeholders to delivery high quality care. As Executive Director Dr Khan manages the Secretariat, represents the organisation internationally and supporting the EHMA Board and Annual General Assembly.

A health policy and management professional with in excess of 25 years' executive level experience within the public, private and not for profit sectors, Dr Khan spent over a decade working in academia, before moving into health and social care consulting in 2000. Dr Khan has also held a number of high profile non-executive positions in health and social care, including being Chair of Camden and Islington NHS Trust and Turning Point, a leading UK not for profit provider of health and social care services.

Dr Khan currently holds academic positions at the Milken Institute School of Public Health George Washington University and at New York University (London) and is a Member of the WHO European Region Primary Care Advisory Group.