



INSTITUTE OF MEDICINE

MGH101 Global health challenges in an interdisciplinary context, 15 credits

Globala hälsoutmaningar i ett interdisciplinärt sammanhang, 15 högskolepoäng
Second Cycle

Confirmation

This course syllabus was confirmed by Institute of Medicine on 2016-05-16 and was last revised on 2023-08-11 to be valid from 2023-08-28, autumn semester of 2023.

Field of education: Medicine 60%, Arts 10% and Social Sciences 30%

Department: Institute of Medicine

Other participating department

School of Global Studies

Position in the educational system

The course is a compulsory course within the Master's program in Global Health.

The course can be part of the following programme: 1) Master's Programme in Global Health (V2GLH)

Main field of studies

Global Health

Specialization

A1N, Second cycle, has only first-cycle course/s as entry requirements

Entry requirements

Entrance to the course requires a Bachelor's degree of at least 180 higher education credits or equivalent, and knowledge of English equivalent to English B/English 6 (or equivalent knowledge verified by an international test IELTS or TOEFL).

Learning outcomes

On successful completion of the course the student will be able to:

Knowledge and understanding

- identify and describe basic concepts, theories and models that focus on how global health challenges can be prevented and managed,
- describe the global disease burden and discuss trends and variations between and within countries and regions,

Competence and skills

- identify and critically discuss the scientific quality and value of different sources of information,
- formulate scientifically based arguments and apply academic principles for literature referencing,
- discuss and reflect on historical and contemporary global processes and their significance for health development in different parts of the world,

Judgement and approach

- critically discuss and analyze the theoretical backgrounds to and practical applications of sustainable development work, and its connection to health development at individual and population levels,
- identify theoretical points of departure and practical applications for global health ethics.

The course is sustainability-focused, which means that at least one of the learning outcomes clearly shows that the course content meets at least one of the University of Gothenburg's confirmed sustainability criteria. The content also constitutes the course's main focus.

Course content

The course provides an introduction to the subject area of global health and is organized around three main themes: (1) theories and models for understanding the global burden of disease, (2) poverty, inequality and marginalization, and (3) climate change, war, peace and security. The main part of the course is devoted to global perspectives on the issue of inequality and inequity in health, especially the importance of different environmental, economic, social and biomedical determinants of health in different parts of the world and for different population groups.

The course also includes an introduction to central support functions within the University of Gothenburg such as the Biomedical Library as well as an introduction to academic writing and integrity.

Form of teaching

Lectures form the basis of the teaching and the class then works on the various course themes in seminars as well as specified individual and group tasks.

The course has a student-centered pedagogical perspective. The teaching is therefore planned and carried out so that the students are introduced to different scientific perspectives on a subject, and work and reflect independently and in study groups around these perspectives. In addition, the course's pedagogy focuses on the development of the student's own critical thinking and ability to review both scientific literature and the work of fellow students.

Special attention is paid to presenting and integrating the various course themes from the perspectives of several disciplines and subject areas.

Language of instruction: English

Assessment

The course is examined through:

Two individual examinations that focuses on the three main themes of the course. All themes are examined both orally and in writing. One home examination, with two individually written and orally presented thematic texts plus feedback on fellow students' texts.

A student who has taken two exams in a course or part of a course without obtaining a pass grade is entitled to the nomination of another examiner. The student needs to contact the department for a new examiner, preferably in writing, and this should be approved by the department unless there are special reasons to the contrary (Chapter 6 Section 22 of the Higher Education Ordinance).

If a student has received a recommendation from the University of Gothenburg for special educational support, where it is compatible with the learning outcomes of the course and provided that no unreasonable resources are required, the examiner may decide to allow the student to sit an adjusted exam or alternative form of assessment.

In the event that a course has ceased or undergone major changes, students are to be guaranteed at least three examination sessions (including the ordinary examination session) over a period of at least one year, but no more than two years, after the course has ceased/been changed. The same applies to placements and professional placements (VFU), although this is restricted to just one additional examination session.

Grades

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

In the course one of the grades Passed with distinction (VG), Passed (G) or Failed (U) is given. The grading scale thus includes: Pass with Distinction (VG), Pass (G) and Fail (U).

To receive the grade Pass on the entire course, the grade G is required on all examinations. For the grade Pass with distinction, the grade VG is required on the final exam (3 above) and G on all other examinations.

Course evaluation

Course evaluation takes place in written format and orally in dialogue with the students and the course coordinators. The course coordinators compile the analysis of course evaluation and provide suggestions for development of the course. Analysis and suggestions are shared with the students.

The result and possible changes in the course structure are communicated to both students who completed the evaluation and to the students who start the course.