



INSTITUTE OF MEDICINE

MPH212 Health equality and the right to health, 7.5 credits

Jämlik hälsa och rätten till hälsa, 7,5 högskolepoäng

Second Cycle

Confirmation

This course syllabus was confirmed by Institute of Medicine on 2019-03-18 and was last revised on 2023-05-10 to be valid from 2023-08-28, autumn semester of 2023.

Field of education: Medicine 100%

Department: Institute of Medicine

Position in the educational system

The course is a compulsory course within the Master's program in public health science. The course can also be offered as a stand-alone course at advanced level.

The course can be part of the following programme: 1) Master's Programme in Public Health Science (M2PHP)

Main field of studies

Public Health Sciences

Specialization

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

Entry requirements

Qualification for admission to the course requires professional degree/Bachelor's degree of at least 180 credits in a health science, social science, science, economics, arts or engineering field of education and grade Passed/E in English B/English 6

Learning outcomes

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

Knowledge and understanding

- Describe the meaning of the right to health as a legal concept
Explain how different concepts, theories, and frameworks contribute to the understanding and health inequalities and how these relate to each other.

Competence and skills

- Analyse public health problems from a human rights perspective and apply basic human rights principles and legal standards to assess the realisation of the right to health
Discuss and contrast how the use of different concepts, theories, and frameworks influence on the understanding and subsequent action of health inequalities

Judgement and approach

Critically appraise how social structures, different scientific perspectives, and the view of health as a human right, can affect policy and interventions for reducing health inequalities.

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

This course introduces health as a human right and legal concept and elaborates on potential challenges and opportunities in public health priorities, particularly policy, and interventions for reducing health inequalities. The course also gives a more critical and deeper understanding of how different concepts, theories, and frameworks add to our understanding of health inequalities but also affect our view on potential action. The course has three main themes:

Conceptual and theoretical perspectives on health inequalities: The first theme introduces a deeper understanding of how different perspectives contribute to our understanding of health inequalities but also how perspective and foci guide the logic of public health priorities and action in relation to health inequalities.

Legal standards and frameworks: This theme introduces the right to health as a legal standard, non-discrimination and the rights of specific groups, and potential tensions between human rights and public health goals.

Theory and standards into practice: The third theme introduces students to the challenges and opportunities involved in translating theoretical perspectives on health inequalities, human rights theory, and legal standards into public health policy and interventions.

The Masters in Public Health Science is connected to Sustainable Development Goal (SDG) 3 (ensure healthy lives and wellbeing for all) as well as target 4.7, to 'ensure that all learners acquire the knowledge and skills needed to promote sustainable development'. MPH212 "Health equality and the right to health" further addresses SDG 10 (inequalities between and within countries) and SDG 16 (peace, justice and strong institutions).

Form of teaching

The course is interactive, and includes lectures, group work, debates and discussions, grounded in the literature and real world examples.

Language of instruction: English

Assessment

The course is examined through:

- Three seminars with oral presentation in groups
- One written examination

Absence from any of the 3 compulsory elements has to be supplemented through written assignments in accordance with the course leader's instructions.

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). For the grade Pass with Distinction (VG) on the entire course, the grade VG is required for both individual written assignments and the grade G for the mandatory elements.

For the grade Pass (G) on the entire course, the grade G is required for both individual written assignments and the grade G for the mandatory elements.

Course evaluation

The course evaluation is carried out in writing and orally with the students. The course leader is responsible for analyzing the evaluations and giving propositions for improvement. The analysis and propositions of development is shared with the students through the program council and the learning platform.

The result and potential changes should be shared to both the students who carried out the evaluation and the students that are about to start the course.