



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 to be valid from 2019-03-18, autumn semester of 2019.

Field of education: Medicine 100%

Department: Institute of Medicine

Position in the educational system

The course is a compulsory course within the Master's Programme of Public Health Science (MPH20). The course can be offered as an eligible course on advanced level.

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

Main field of studies

Public Health Sciences

Specialization

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

Entry requirements

A Bachelor's degree or professional degree qualification corresponding to at least 180 credits or equivalent, within the main areas of health science or social science.

Applicants must prove their knowledge of English: English 6/English B from Swedish Upper Secondary School or the equivalent level of an internationally recognized test, for example TOEFL, IELTS.

Learning outcomes

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

Knowledge and understanding

- discuss the philosophical foundations of the right to health and its relationship to health equality and public health ethics
- describe the content of the main international human rights declarations and their relationship to public health and explain the right to health as a legal standard
- discuss the social drivers of health inequality and their implications for the fulfillment of the right to health

Competence and skills

- analyze public health problems from a human rights perspective and apply basic human rights principles and standards to the development of policy and practice for levelling out health inequalities,
- demonstrate an understanding of the role of quantitative and qualitative methods in the analysis of human rights in public health

Judgement and approach

- assess the strengths and limitations of human rights-based approaches in leveling out health inequalities, including how such approaches can be scientifically and ethically evaluated
- reflect upon how social structures such as gender, ethnicity and socio-economic status can affect priorities in public health research, policy and interventions.

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 the linkages between public health and human rights, with a special focus on health inequalities and the right to health. The course has three main themes:

1. *Philosophical and theoretical foundations*: This theme introduces the philosophical foundations of human rights and the right to health, theories related to social position (e.g. gender, race, citizenship) as they relate to health equality, and questions of distributive justice in public health.
2. *Legal standards and frameworks*: This theme introduces the relationship between human rights law and public health, including potential tensions between individual

rights and public health goals, non-discrimination and the rights of specific groups, and the right to health as a legal standard.

3. *Theory and standards into practice*: This theme raises the challenges and opportunities involved in translating 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 adopts a problem-based learning perspective, requiring critical and strategic thinking, and includes a mix of lectures, group work, debates and discussions grounded in real-world examples.

Language of instruction: English

Assessment

- 4 individual written assignments
- Compulsory parts in the form of 4 seminars

Absence from compulsory seminars will be compensated for by additional or extended written assignments according to instruction from the course leader.

If a student, who has failed the same examination twice, wishes to change examiner for the next examination, a written request should be sent to the institution responsible for the course and shall be granted unless there are special reasons to the contrary (Chapter 6, Section 22 of Higher Education Ordinance).

A student who has failed the course has the right to be examined in a future offering of the course following the syllabus and course literature applicable at that time. In cases where a course has been discontinued or has undergone major changes, the student shall normally be guaranteed at least three examination occasions (including the ordinary examination) during a period of at least one year based on the course structure the last time the course was given.

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 at least 3 of the 4 individual written assignments and the grade G for all other examinations and compulsory parts.

For the grade Pass (G) on the entire course, the grade G is required for all four individual written assignments and the grade G at all the compulsory parts (seminars) of the course.

Regarding the application of ECTS scales, please see Vice-Chancellor's decision 2007-05-28, dnr G 8 1976/07 as well as 2011-02-28, dnr O 2009/5545.

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.