



INSTITUTE OF MEDICINE

MPH232 Governing health equality: policy, interventions and evaluations, 15 credits

Strategiskt arbete för Jämlik hälsa: policy, interventioner och utvärdering, 15 högskolepoäng

Second Cycle

Confirmation

This course syllabus was confirmed by Institute of Medicine on 2020-01-24 to be valid from 2020-01-24, spring semester of 2020.

Field of education: Medicine 100%

Department: Institute of Medicine

Position in the educational system

The course is part of the Master's Programme in Public Health. The course can be offered as an elective course on 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

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

- Identify and explain central theories and models of governance, public health interventions and evaluations, including how these pay attention to goals for health equity and equality;
- Describe the range of formal and informal actors and institutions involved in public health governance from global to local levels, including their role, mandates, sources of authority and interdependence;
- Identify principles of management in institutions and organisations working with public health-related issues and describe their importance for public health policy, interventions and evaluations;

Competence and skills

- Independently map how public health work in a specific country is organized, identify challenges and opportunities for universal health coverage and the realization of the right to health;
- Apply conceptual frameworks for policy analysis that provide knowledge about the influence of context and actors on how a policy process and policy content is formulated, and link such analysis to strategic planning for the improvement of the health of populations and specific target groups;
- Apply ethical principles for prioritization, formulate and communicate - to different stakeholders - a strategic plan for the identification, implementation and evaluation of equitable public health interventions;

Judgement and approach

- Contrast different political systems and forms of health policy and interventions with the help of governance theory;
- Critically reflect upon the process and outcome of governance for health equality and equity, including aspects related to the influence of different agendas, evidence and legal frameworks;
- Critically reflect upon the role of ideology, distribution of power and agency for different stakeholders' ability to influence norms, agenda-setting and policy as well as focus for and forms of interventions and their implementation.

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 focuses on the role of public health governance for the achievement of health equality and equity. Theoretical models and practical perspectives are highlighted and specific emphasis will be put on how theoretical knowledge can be translated into action. Students will have the opportunity to put into practice frameworks, techniques and methods for promoting a positive health development. In addition, they will study what role the constitution of institutions, policy and different forms of interventions can have for the ability to achieve health equality and equity.

The focus of the first module is on the significance of ideologies, political and power structures for a societies organisation and dynamic. This module addresses such ideological points of departure and organisational models that characterise how public health issues are understood and handled. It will further address different ways of understanding the distribution of power as well as how it affects the possibilities for achieving health equality and equity.

The second module looks at how policy is created, decided and applied, including how focus and prioritization are determined, how advocacy work is done and what role different actors play. It will also discuss how decisions are made taking into account the political and legal context, as well as what role ethics, evidence and norms (e.g. how different population groups are perceived) can have in a decision making process.

The third module, finally, will deepen the students understanding of how interventions can be directed towards different levels of society (structures, communities, individuals) as well as towards different phases of health development, e.g. to promote health as an alternative to prevent disease deterioration. In addition, methods commonly used within public health planning, implementation and evaluation will be taught, critically discussed and practised.

The course content relates to the UGOT criteria 2, 5, 6, 8, 9 for sustainability focus in courses and to several of the Sustainable Development Goals, in particular goals 3, 10 and 16.

Form of teaching

The course adopts a mix of lectures, seminars, group activities and practical workshops.

Language of instruction: English

Assessment

The course will be examined through:

- a case study and policy analysis, presented in a role-play seminar (oral presentation) and in an individual written essay,
- an implementation and evaluation plan presented in a role-play seminar (oral presentation) and in an individual written essay,
- an in-class exam with focus on central theories and concepts.

Absence from compulsory assignments have to be compensated for with written assignments in accordance with instructions from the course leader.

If a student, who has failed the same examined element on two occasions, wishes to change examiner before the next examination session, such a request is to be submitted to the department in writing and granted unless there are special reasons to the contrary (Chapter 6, Section 22 of Higher Education Ordinance).

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, though at most two years after the course has ceased/been changed. The same applies to work experience and 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 (G) the student must have achieved a Pass (G) on all examining elements in the course. To pass with distinction (VG) the student must have achieved a VG on the case study and policy analysis and on the implementation and evaluation plan, and the grade Pass (G) on the written in-class exam.

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 are shared with the students through the program council and the learning platform.

The results of and possible changes to the course will be shared with students who participated in the evaluation and students who are starting the course.