



UIT

NORGES
ARKTISKE
UNIVERSITET

Dato:

MØTEINNKALLING

Utvalg: **Programstyret for medisin**
Møtested: Sirkulasjonssak
Møtedato: 28.06.2018
Tidspunkt:

Saksliste

<i>Saksnr</i>	<i>Tittel/beskrivelse</i>	<i>U.off.</i>	<i>Arkivref.</i>
PS 20/18	Sak PM Godkjenning av delemnebeskrivelse 4.4 Global Health		2016/1461

SAKSFRAMLEGG

Til:
Programstyret for medisin

Møtedato:
28.06.2018

Sak:
28/18

Sak PM Godkjenning av delemnebeskrivelse 4.4 Global Health

Innstilling til vedtak:

Programstyret for medisin godkjenner framlagte delemnebeskrivelse for delemne 4.4. Global Health

Begrunnelse:

Programstyret for medisin godkjente delemnebeskrivelse for 4.4. Global health 20.juni 2013. Nåværende delemneleder Evgeniya Sovershaeva, har utarbeidet en ny versjon av delemnebeskrivelsen. Denne ble gjennomgått av SPU i møte 8.mai og er godkjent av Studieplansjefen etter oppdatering av merknader som kom fram i diskusjonen i SPU.

Vedlagt følger nåværende forslag til delemnebeskrivelse og den som sist ble godkjent av PM

Gunnar Leivseth

Leder for Programstyret for medisin /
instituttleder IKM

Eilif J. Nilssen
prosjektkoordinator

Dokumentet er elektronisk godkjent og krever ikke signatur

Vedlegg:

Delemnebeskrivelser for 4.4 Global Health – versjon mai 2018

Delemnebeskrivelser for 4.4 Global Health – godkjent av PM 20.6.2013

Delemne 4.4: Global health

Part of Curriculum: MED-2520 International semester

Revised and updated: May 2018

Author: Evgeniya Sovershaeva

The course duration: Two weeks part time.

Lectures (22 hours) and seminars (4 hours).

The main objective of the course is to provide the students with knowledge of main concepts, definitions and tools used in Global Health, as well as main global health actors and organizations. The students will get familiar with health challenges across different countries and regions. Given the fact that the course is hosted by UiT, special focus will be on the arctic region and indigenous populations.

Through case work and seminars the students will learn the nuances of working with patients coming from conflict zones, minorities, second generation immigrants and how to account for various (physical and mental; social and cultural) aspects that may arise while working with those patients as well as working in resource-limited settings.

Teaching and learning methods:

- Lectures
- Case studies
- Supervision during the group work on the case studies
- Independent work with cases (self-study)
- E-learning resources (listed in the learning resources)
- Final presentation of the case studies

Expected outcomes:

Knowledge

- K1. Describe the most important health care challenges in resource limited settings.
- K2. Discuss the ethical issues related to international health and human rights.
- K3. Outline international strategies and the programs of the international agencies and organizations aiming to reduce the gradients in maternal and child health care in the world.
- K4. Describe indigenous health challenges in a shifting physical, social, and political environment in the Arctic as well as globally.
- K5. Account for the main determinants of the maternal and child global health situation, like: poverty, gender, nutrition, education, climate, environment, reproductive health, water supply and sanitation.
- K6. Account for the complex mechanisms causing the inequity in health globally, and interpret the relative importance of the different factors involved.

- K7. Explain possible impact on human health and disease from the ongoing and expected global climate change.
- K8. Understand the complexity of health issues in the modern highly mobile society.
- K9. Understand how various interventions can improve public health.

General competence

- C1. To be able to discuss issues (physical, mental disorders; social problems) that can arise while working with: refugees coming from conflict zones; minorities, second generation immigrants and outline solutions.
- C2. To be able to discuss priority setting in resource-limited setting.

Mandatory requirements for the course:

Students must be present on both seminars. Additional materials relevant to the case work will be presented and students will receive guidance in preparation of the cases. Every student need to actively participate in the case work and preparation of the final presentation at the end of the course. Students must attend the seminars and the final presentation in order to fulfil the course requirements.

Recommended learning resources:

Textbooks:

No particular textbook is recommended. Two textbooks are available and sample chapters for these books can be accessed online.

- Skolnik R. Essentials of global health 101. Boston MA: Jones and Bartlett Publishers, 2017.
- Lindstrand A et al. Global health: an introductory textbook. Lund, Sweden: Studentlitteratur, 2006.

E-learning resources:

- Coursera offers a number of free of charge online courses (An Introduction to Global Health, Essentials of Global Health, The Challenges of Global Health) related to Global Health subject.
<https://ru.coursera.org/courses?query=global%20health&userQuery=global%20health>
- FutureLearn offers several online free of charge courses focused on different topics in Global Health. <https://www.futurelearn.com/search?q=global+health>
- Consortium of Universities for Global Health.
<https://www.cugh.org/resources/educational-resources>

Delemne 4.4: Global health

Part of Curriculum: MED-2520 International semester

Revised and updated: May 2013

Approved by the Programstyret for medisn date: 20.6.2013

Author: Jon Øyvind Odland, (Claus Klingenberg, Ganesh Acharya)

Duration of the course: 6 weeks, part time (one week course per student group).

Learning objectives and knowledge

The main objective of the course is to give the students a deeper understanding and interest in the global perspectives of health, and develop skills and attitudes for future specialisation and work in the context of global health issues. The Arctic and the indigenous dimension will be given special attention.

After this course the student should be able to

- K1. Account for the main determinants of the maternal and child global health situation, like: poverty, gender, nutrition, education, climate, environment, reproductive health, water supply and sanitation
- K2. Account for the complex mechanisms causing the inequity in health globally, and interpret the relative importance of the different factors involved.
- K3. Identify and explain international strategies and the programmes of the international agencies and organizations aiming to reduce the gradients in maternal and child health care in the world.
- K4. Account for tools to be used in practical international health work, to promote health development

Teaching and learning methods

Group work (13-16 students in each group).

The course lasts 6 weeks and every group will have a one week course.

Teaching will be held from Monday to Friday:

- 08-09: Plenary lecture (1 hour)
- 09-12: Group work
- 12-17: Independent work with report (to be finished by the end of the week)

Total content: 5 hours lectures, 15 hours group work under supervision and 25 hours work with a report. The detailed organization plan will secure participation in other planned activities.

Mandatory attendance/approval required

Each student must hand in an individual report; minimum 4 pages plus references.

Topics for the report are suggested below, but other topics are appreciated based on individual suggestions and agreements with supervisor, using the same criteria as below. The report should be handed in on Fronter, and use appropriate references including websites and scientific literature. The report is mandatory and will be graded as approved/ not approved. Suggested topics for the report are:

1. Major issues of global maternal/child health

Addressing issues like: What are the three major issues in each of Gynecology, Obstetrics, and Pediatrics in a global perspective? Justify your selection.

2. Infectious threats for global maternal/child health

Addressing issues like: Pregnancy and child-related infectious diseases, e.g., HIV/AIDS and tuberculosis; malaria; pandemics; vaccination; the international system for identifying, notifying alerting and containing important infectious threats in a maternal/child perspective. Basic concepts of maternal/child related infectious diseases. Contribution of these major diseases to global mortality, with examples from selected parts of the world. The burden of disease for maternal/child health in developing countries.

Clinical and epidemiological aspects

Epidemiological topics of maternal/child health issues and infectious diseases, as well as circumpolar health challenges are prioritised.

Recommended learning resources

No particular textbook is recommended. Two relatively recent textbooks are available and sample chapters for these books can be accessed online.

- Lindstrand A et al. Global health: an introductory textbook. Lund, Sweden: Studentlitteratur, 2006. Article #8012-01; ISBN 9789144021980
- Skolnik R. Essentials of global health. Boston MA: Jones and Bartlett Publishers, 2008. ISBN 9780763734213

Other sources:

- Sachs JD. The end of poverty. Economic possibilities for our time. London: Penguin Books, 2005. ISBN 9781594200458
- WHO Millennium Development Goals. <http://www.un.org/millenniumgoals/> and <http://www.unicef.org/mdg/> ;
- Universal Declaration of Human Rights. <http://www.un.org/Overview/rights.html>

Global Health course:

The total amount of hours for lectures has been reduced from 26 hours to 22 hours and hours for seminars increased to four.

During the course there will be two seminars (two academic hours for work with the cases in groups under the supervision of a teacher and two academic hours for presentation of the cases). During the first seminar students will be able to ask the questions regarding the cases and will be guided through the case work if needed. Another two academic hours of seminars will be for the student's presentation (30 min per sub-group) where each group of students present the case, problems and solutions and then discuss the common issues in both cases. Presentation at the end of the course will be the requirement for passing the course and to be admitted to the exam.

The content of the cases has been revised according to students feedback and now focuses on clinical situations in patients either in resource limiting setting or in patients with immigrant/refugee background in Norwegian health care setting.

For the overview of the course I attach the "delemnebeskrivelse".