



**Course Handbook**

**MPH-429: Global Health**



**Department of Public health**

**Faculty of Allied health sciences**

**2020**

**COURSE NAME:**

**MPH-429: Global Health**

**Course Leader:**

**Prof. Dr. A N Zafar Ullah;**

**MBBS, DHA, PGCLTHE (UK), MPH (UK), PhD (UK)**

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# Introduction:

**Welcome to the MPH-429: Global Health!!**

This handbook covers the description of topics, contents and assessments of the abovementioned course. The topics and contents have been derived from the MPH program syllabus. This course will help you to learn the concepts, methods and insights of health economics and financing. I hope that you also find them enjoyable.

This handbook is designed to assist you in your studies and will provide the core information relating to the course, including assessment and teaching process. You should also refer to the University Catalogue and to the University Regulations on the Daffodil International University website and student portal.

This handbook is available on Blended Learning Centre (BLC) platform.

If you have any queries about this course, please do not hesitate to contact me.

Thank you. Looking forward to exciting days ahead!!

*Prof. Dr. A N Zafar Ullah*

# Contact Information:

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# Course Description:

**Owning Subject: MPH**

**Course Code: MPH 429**

**Course Title: Global Health**

**Credit Points: 3**

**Total Marks 100**

**Course Leader: Prof. Dr. Zafar Ullah; MBBS, DHA, PGCLTHE (UK), MPH (UK), PhD (UK)**

**Overview/Rationale**

‘Global Health is a 3-credit course designed for public health care professionals.

Global Health has taken a new meaning in the last decade. It has grown from a disciple that represented efforts of industrialized nations to help poor countries deal with their health problems to that which now deals with a new range of health threats that go beyond national boundaries. In considering this paradigm shift, a new terminology, “global health” which more accurately reflects the notion of shared health problems and solutions, has emerged to replace the term, “international health.” Indeed, issues of global health are interconnected with the most demanding socio-economic, physical, and biological stresses of our time. These issues lie at the nexus of development and require mechanisms that support the best of interdisciplinary and multidisciplinary thought, as well as cultural competencies. With increased globalization, inequity, and poverty, global health has become a subject of heightened interest among scholars and practitioners of public health in high, middle, and low income countries.

**Aims**

To provide students with techniques and tools to develop approaches used in public health. Specifically:

* Define the major global health related challenges, programs and policies.
* Introduce with world’s vast diversity of the determinants of health and diseases.
* Analyze current and global health priorities including emerging infectious diseases, poverty, conflict and emergencies, health inequality, health system reforms
* Know about major global initiatives for disease prevention and health promotions.

**Learning Outcomes**

***On completion of this Course, the successful student will be able to:***

1. Know the definition of global health ,the global context of public health, key concepts in relation to global health
2. Know about health system, health system framework, health financing, functions of health financing system, unproductive health budgeting, source of health care.
3. Learn the definition of gender and sex, gender issues on health, global feature of gender based violence and violence against women, impact of violence, cost of violence.
4. Know about global status of maternal and child mortality and morbidity, MDG, safe mother hood components and initiatives. etc.
5. Learn about global burden of malnutrition, death for malnutrition, cause of malnutrition, strategies to improve the nutritional status etc.
6. know about HIV/ AIDS as global public health issues, effects of HIV/AIDS, affecting countries, response of WHO and other international organization to fight HIV/AIDS etc.
7. gain mainly the knowledge about global funding and the role of different international organizations in addressing global health problems etc.

**Syllabus**

The course syllabus will cover the following contents/topics:

1. Introduction to Global Health
2. Health systems and financing in a global perspective
3. Gender & health (Violence and injuries)
4. Maternal and child health globally
5. Nutrition and global health
6. The global health impact of HIV/AIDS
7. International cooperation for health and well being

**Learning and Teaching Strategy**

1. ***For Face-to-Face Scenario:***
	1. Lectures: Lectures will set out the main principles of each subject, putting particular topics into context and identifying links with professional practice, as appropriate. You will be given tasks both individually and in groups to complete within class. The tasks will be in a variety of settings including simulated learning activities, case studies, and use of second life where appropriate.
	2. Seminars and Discussion: Seminars will provide an opportunity to undertake research, and promote student debate/discussion (including group discussion). Seminars should aid students in the assessment process and active participation on an individual basis both in terms of preparation and involvement in class will assist in enhancing their knowledge base and ability to integrate the learning within the Course
	3. Directed or Self Study: Directed study helps fostering autonomy in planning and implementation of own learning and development of research skills. Much of the assessment is based around problem solving scenarios where individual and group appraisal is required.
2. ***Online Scenario:***

There are variety of teaching methods can be adopted for online teaching. But some suggested methods are below:

* 1. Blended Teaching: Blended courses (also known as hybrid or mixed-mode courses) are classes where a portion of the traditional face-to-face instruction is replaced by web-based online learning. It can also be blended between synchronised and non-synchronised teaching. Blended courses can be a method to infuse new engagement opportunities into established courses or, for some, provide a transitional opportunity between fully face-to-face and fully online instruction. Blended courses offer students the conveniences of learning.
	2. Flipped Classroom: It is a pedagogical approach that inverts the traditional learning model – the classwork is done at home and the homework is done in the class. The instructions will be given to explore topics in-depth and gain functional understanding of the concept, while introductory materials can be consumed by the learners before attending the class. Students are actually encouraged to prepare for lessons prior to class. This may involve taking the time to read course material or even complete relevant assignments. After that, teachers will organize classes (including online session) to further discuss the lesson, share ideas and allow students to interact in a dynamic learning environment.
	3. Mind mapping: It is one of the online teaching techniques to implement for the visual learners within your group. A mind map is a diagram of related ideas and concepts that can be used as an aid for studying, a way of organizing information or even a springboard for a writing assignment. This helps teachers in structuring classroom discussions, classifying ideas and gradually bringing learners to the central idea.
	4. Adaptive Learning: Students learn differently. This method involves mixing different methods of online techniques (videos, discussion forum, journal clubs etc.) as viable teaching option. For example, some students will learn a particular topic by watching a video; but others may learn better through participating in online discussion forums.
	5. Self-learning or Reflective Learning: It is a great way to get students invest time to explore a subject matter in ways that apply to real-life situations. In an online setting, consider having students explore different facets of one centralized concept. From there, ask students to report back to the class on their own findings, thus helping them achieve a more well-rounded understanding of the concept as a whole. In this way, each student will be able to study the subject in a way that genuinely interests them and then reflect what they have learned.

**Assessment Scheme**

***Total Course Marks: 100***

**Formative:**

1. Attendance (10% Marks)
2. Assignment or Problem Solving Course Works (10 Marks)
3. Quizzes (10% Marks)
4. Presentation (5% Marks)
5. Mid-Term Written Exam (25% Marks)

**Summative**

1. Final Written Exam (40% Marks)

**Learning Materials**

Recommended Readings:

1. Birn, A.E., Pillay, Y. & Holtz, T. (2009). *Textbook of international health: Global health in a dynamic world, 3rd Ed.* Oxford: Oxford University Press.
2. Easterly, W.R. & Birdsall, N. (2008). *Reinventing foreign aid*. Massachusetts: The MIT Press.
3. Easterly, W.R. (2007). *The white man's burden: Why the West's efforts to aid the rest have done so much ill and so little good.* New York: Penguin Press.
4. Ehiri, J.E. (ed.) (2009). *Maternal and child health: Global challenges, programs, and policies.* New York: Springer-Verlag.
5. Frost, L.J. & Reich, M.R. (2008). *Access: How do good health technologies get to poor* *people in poor countries?* Harvard Center for Population and Development Studies.Cambridge, Massachusetts: Harvard University Press.

**Lecture Contents and Schedule:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Weeks** | **Lecture Topics** | **Class/Session Methods/ Instructions** | **Reading or Resource Materials** |
| **1** | Introduction to Global Health | * Welcome video
* Powerpoint Presentation + direct online session
* End of session test quiz (ungraded)
 | * Course materials
* Study materials
* PPT
 |
| **2** | Health systems and financing in a global perspective(Two sessions) | * Flipped classroom: self-study, course works online session, discussion.
* Course work given
* Assignment given
 | * Study materials given well early
* Video and case studies
 |
| **3** | Gender & health(Violence and injuries) | * PPT presentation – shared earlier
* Discussion
* Case study
* Q&A (Interactive)
 | * Course materials
* Study materials
* PPT
 |
| **4** | Maternal and child health globally | * Video and PPT – given with a problem-based scenario on quality of healthcare
* Online discussion to clarify the concepts and Q&A
* Mid-course quiz given (graded)
 | * Study materials given well early
* Video and PPT
 |
| **5** | Nutrition and global health | * Case study on how to measure health
* Journal club on measuring health in the context of LMICs
* Assignment given with instructions (graded)
 | * Study materials given well early
* Video and case study materials
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| **6** | The global health impact of HIV/AIDS | * PPT and Videos
* Online discussion forum
* Case study of Bangladesh
* Adaptive learning (native vs international students)
* Proposal writing – to respond to the health needs of the population (demand vs supply) (ungraded)
 | * Study materials given well early
* Video and case study materials
 |
| **7** | International cooperation for health and well being | * Topics of weeks 7 and 8 will be merged together
* Case study of Bangladesh
* PPT
* Online teaching as flipped classroom
* Online quizzes (graded)
 | * Study materials given well early
* Video and PPT
 |
| **8** | Global pandemics and COVID – 19: Global impacts and aftermath | * Online discussion forum – students will bring their own experiences and country examples.
* Identify best practices
* Prepare a presentation (graded)
 | * Study materials given well early
* Video
* Presentation techniques
 |

# University Grading System:

|  |  |  |  |
| --- | --- | --- | --- |
| **Marks** | **Grade** | **Grade Point** | **Remarks** |
| **80-100%** | A + | 4.00 | Outstanding |
| **75-79%** | A | 3.75 | Excellent |
| **70-74%** | A- | 3.50 | Very Good |
| **65-69%** | B+ | 3.25 | Good |
| **60-64%** | B | 3.00 | Satisfactory |
| **55-59%** | B- | 2.75 | Above Average |
| **50-54%** | C+ | 2.50 | Average |
| **45-49%** | C | 2.25 | Below Average |
| **40-44%** | D | 2.00 | Pass |
| **00-39%** | F | 0.00 | Fail |

# Formative Assessment

Students will work individually to deliver quizzes or course works on health economics. The analytical summary of the paper should be provided. A number of the papers will be used in the seminar series and the problem or topic will be allocated to students. Students can ask questions or initiate debate to elicit a critical appraisal of the themes.

This can be submitted electronically via BLC. This is a compulsory assessment and must be completed.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Criteria** | **Achieved** | **Partially****Achieved** | **Not****Achieved** | **Feedback** |
| 1 |  |  |  |  |  |
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| 6 |  |  |  |  |  |

Comments/feedback and feed forward:

Reflective learning:

# Summative Assessment (Assignment)

One written essay to enable students to show application of economic concepts and critically appraise issues that arise from their application to assess one or multiple learning outcomes.

Word limit: 2000 words plus appendices. .

|  |  |  |
| --- | --- | --- |
| **Marking Criteria** | **Indicative marking %** | **Feedback** |
| **70 +** | **55-69** | **45-54** | **40-44** | **<40** |
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| **1st Marker Feedback:****Overall %**  |
| **2nd Marker Feedback (if applicable):** |
| **Reflective Feedback:** |