

AOHS Global Health

Course Scope and Sequence

July 2016

Global Health introduces students to public health on a global scale. Students learn what disease is and investigate how it impacts world populations. By studying different societies, they learn about the relationship between health and socioeconomic development. Students learn how environmental, nutritional, and behavioral risk factors jeopardize health. They learn how communities, governments, and cooperative global efforts can intervene to improve health. Wherever possible, students first study each concept as it applies to their own community, and then they look at it in a more global context. In many lessons, students practice deciphering and interpreting the data they find in tables, charts, graphs, and maps. Students are exposed to working with information compiled by the foremost global health agencies, such as the World Health Organization, the Centers for Disease Control and Prevention, the World Bank, and UNICEF. At the conclusion of the course, students have a chance to explore what it would be like to have a career in global health.

For a culminating project, students evaluate global health threats and advocate for a single issue that needs attention based on ethical and practical considerations. The driving question of the culminating project is, “How can we develop a call to action to address a global health threat for an international summit?” Students describe their chosen health issue in a self-running slideshow, explain why the issue is important, identify a geographic region particularly impacted by the issue, describe the epidemiology of the disease, and make a case for addressing their health issue at the international health summit. The class holds a mock review by an expert panel at the end of the project; the panel is tasked with selecting the health issues that delegates will focus on during the international health summit. The panel is made up of advisory board members and other professionals such as doctors, public health strategists, politicians and government officials, academic researchers, and NGO professionals. The audience for the expert panel review includes school administrators and teachers, community professionals, peers, and family.

This course is expected to take a total of 77 50-minute class periods.

Unit 1: Basic Principles of Global Health

Lesson 1: Course Introduction

Estimated # of Class Periods: 2

Learning Objectives:

- Infer the skills and knowledge about global health needed to be successful in an authentic project
- Identify general global health terms with which to build a taxonomy

Lesson 2: What Is Health?

Estimated # of Class Periods: 5

Learning Objectives:

- Recall the main components of public health
- Demonstrate knowledge of key public health terminology
- Explain why it is important to measure health and disease
- Describe the most important measures of health status

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- Compare life expectancy at birth and health-adjusted life expectancy (HALE) as measures of health status
- Demonstrate the ability to read a graph and convey the graph's meaning in words
- Demonstrate the ability to create bar charts and line graphs using spreadsheet software

Lesson 3: Types of Disease and Injury

Estimated # of Class Periods: 5

Learning Objectives:

- Identify the diseases and health conditions that have a major global health impact and categorize them as communicable, noncommunicable, or injury
- Diagram the basic chain of infection and explain ways to prevent the spread of communicable disease
- Characterize the individual and global impact and preventive measures for a major noncommunicable disease
- Explain why preventive measures for both communicable and noncommunicable diseases are important to global health
- Analyze the relative importance of injury as a cause of death and disability globally
- Describe the global health impact and some individual impacts of violence

Lesson 4: World Populations and Disease

Estimated # of Class Periods: 7

Learning Objectives:

- Compare and contrast the leading causes of death and disability in different regions of the world
- Translate data tables and graphs of health status measurements into words, and written data descriptions into charts
- Describe the demographic transition as countries develop economically
- Describe the epidemiological transition as countries develop economically
- Characterize the rates of death and disease for vulnerable populations within countries and regions
- Display understanding of the personal importance of showing compassion to people facing great socioeconomic and health challenges

Unit 2: Health and Society

Lesson 5: Human Rights, Ethics, and Global Health

Estimated # of Class Periods: 6

Learning Objectives:

- Describe human rights guaranteed by the Universal Declaration of Human Rights
- Explain the relationship between health and basic human rights

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- Describe ethical guidelines for research and explain why they are necessary
- Evaluate how ethical considerations influence public health decisions
- Develop an ethical argument related to a global health dilemma

Lesson 6: Health and Socioeconomic Development

Estimated # of Class Periods: 6

Learning Objectives:

- Generalize about the relationship between health and socioeconomic development for a community or country
- Characterize the various relationships between an individual's health, education, and income
- Identify organizations that promote and improve global health and describe their roles and functions
- Explain the relationships between health, equity, and social justice

Unit 3: Risk Factors and Disease

Lesson 7: Introduction to Health Determinants

Estimated # of Class Periods: 5

Learning Objectives:

- Define *determinant* and identify the different types of health determinants
- Contrast the meanings and usage of the terms *correlation* and *causation* in relation to health issues
- Explain how culture is a health determinant
- Illustrate how each health determinant can impact the health of an individual and of the community
- Evaluate how determinants interact to affect a given health outcome

Lesson 8: Environmental Risk Factors

Estimated # of Class Periods: 6

Learning Objectives:

- Identify the main environmental risk factors that affect health
- Compare and contrast the impact of environmental risk factors based on health determinants
- Describe the relationship between environmental risk factors and a major disease
- Deduce the relative impacts of diseases related to environmental factors from data charts and graphs

Lesson 9: Nutritional Risk Factors

Estimated # of Class Periods: 4

Learning Objectives:

- Describe the different types of malnutrition and give examples of the diseases and conditions associated with each
- Identify the health determinants that most frequently come into play in malnutrition
- Characterize the life course of an undernourished child
- Identify the main factors leading to obesity and characterize the populations that are most at risk for this condition
- Deduce the relative global impacts of nutritional factors from data charts and graphs

Lesson 10: Behavioral Risk Factors

Estimated # of Class Periods: 5

Learning Objectives:

- Identify the risky behavior factors that have the biggest impact on global health
- Describe the general relationship between risky behavior and disease, and explain how a risky behavior can impact an entire population
- Evaluate how health determinants can influence individual risky behaviors
- Explain the ways that risky behaviors increase risk for a particular disease and identify the health determinants that come into play
- Evaluate all aspects of global health issues that merit attention and determine which issue deserves resources to be the next global initiative

Unit 4: Preventive and Curative Intervention

Lesson 11: Community and Policy Health Interventions

Estimated # of Class Periods: 6

Learning Objectives:

- Identify the different types and levels of intervention
- Categorize types of community intervention in health care
- Identify and describe criteria for judging the effectiveness of an intervention
- Explain how health education, promotion, and communication can be used effectively in intervention programs
- Display understanding of how government policy can create effective health change
- Describe a successful government intervention program
- Compare and contrast a community intervention and a policy intervention

Lesson 12: Cooperative Efforts to Improve Global Health

Estimated # of Class Periods: 4

Learning Objectives:

- Explain why and how natural disasters and complex humanitarian emergencies are addressed through international cooperation
- Explain the importance of creating and sharing innovations in public health
- Describe a global intervention that encourages innovative approaches and information sharing, and explain why it is effective

Unit 5: Putting It All Together

Lesson 13: Developing the Case for a Health Issue

Estimated # of Class Periods: 4

Learning Objectives:

- Display understanding of the underlying determinants, risk factors, and intervention strategies that form the basis of global health initiatives
- Demonstrate the ability to conduct effective research on a health issue that merits consideration to be a global initiative
- Construct a persuasive argument in support of a global initiative on a selected health issue

Lesson 14: Project Presentation

Estimated # of Class Periods: 7

Learning Objectives:

- Demonstrate the ability to present a proposal for the health issue that deserves to be the next global health initiative
- Identify any uncertainty the student has about making a persuasive case for addressing a specific health issue

Lesson 15: Working in Global Health and Course Closure

Estimated # of Class Periods: 5

Learning Objectives:

- Reflect on which global and public health professions are personally appealing and why
- Identify major milestones in the career paths of successful global health professionals and reflect on personal aspirations for working in global and public health
- Summarize key learning across the whole subject of global health
- Evaluate personal experience and performance in the course