



Course Syllabus

1	Course title	Global Health	
2	Course number	0505291	
3	Credit hours	3 credit hours (all theory)	
	Contact hours (theory, practical)	48 hours	
4	Prerequisites/corequisites	None	
5	Program title	Doctor of Medicine	
6	Program code	---	
7	Awarding institution	The University of Jordan	
8	School <input type="checkbox"/> **	School of Medicine	
9	Department <input type="checkbox"/> **	Family and Community Medicine	
10	Course level	2 nd year medical year	
11	Year of study and semester (s)	Second year / Second semester	
12	Other departments (s) involved in teaching the course	None	
13	Main teaching language	English	
14	Delivery method	<input type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> ** Fully online	
15	Online platforms(s)	** Moodle ** Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....	
16	Issuing/Revision Date	February 2025	

17 Course Coordinator:

Name: Dr. Hana Taha
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Contact hours:



18 Other instructors:

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19 Course Description:

This course presents an interdisciplinary approach to global health with emphasis on addressing health disparities both global and local. The course will introduce the students to the main challenges in global health and the sustainable development goals (SDGs). The students will explore the key concepts and the founding principles of global health, key players and global health governance, global health security, social health determinants, epidemiological transition, health indicators and global measures of disease burden. The course will have a global scope with a purposive zoom on the most vulnerable in low- and middle-income countries. The students will explore the best practices to control infectious diseases (specifically those of the poor) and noncommunicable diseases, gender equity and social justice. The participants will get a solid understanding of health as a basic human right and the importance of universal health coverage. They will discuss health system stewardship and financing in high income countries versus low-income countries. They will also learn about environmental resilience and climate change. Ethics is a core theme throughout this course highlighting its importance in all aspects of global health. It recognizes the need for a transdisciplinary and highly collaborative approach to addressing illness around the world, highlights the critical role of social perspectives in the global promotion of health, and advocates for the importance of health as a social justice issue.

20. Program Intended Learning Outcomes (PLOs) (To be used in designing the matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program):

1. Demonstrate basic knowledge of normal human structure and function at molecular, genetic, cellular, tissue, organ, system and whole-body levels in terms of growth, development, and health maintenance. Analyze the basic molecular and cellular mechanisms involved in the causation and treatment of human disease and their influence on clinical presentation and therapy.
2. Collect, interpret, document, and communicate accurately a comprehensive medical history, including the psychological and behavioral factors, and a thorough organ-system-specific physical examination inclusive of the mental status of the patient.
3. Integrate and communicate collected clinical information in the construction of appropriate diagnostic and therapeutic management strategies to identify life-



threatening conditions ensuring prompt therapy, referral, and consultation with relevant disciplines and skillfully perform basic medical procedures for general practice on patients with common illness, acute and chronic, taking into account environmental, social, cultural and psychological factors.

4. Demonstrate in-depth knowledge of the epidemiology and biostatistics of common diseases, and analyze the impact of ethnicity, culture, socioeconomic factors and other social factors on health, disease and individual patient's health care.
5. Communicate effectively and professionally, both orally and in writing, with patients, their families, and with other healthcare providers utilizing information technology resources in his/her scholarly activities and professional development with the ability to teach others, and to understand and respect other healthcare professionals' roles, and apply the principles of multidisciplinary teamwork dynamics and collaboration.
6. Apply scientific methods including evidence –based approach to the medical practice including problem identification, data collection, hypothesis formulation, etc., and apply inductive reasoning to problem solving and ensure that clinical reasoning and decision making are guided by sound ethical principles.
7. Demonstrate knowledge of scientific research methods and ethical principles of clinical research and be able to write research proposals or research papers.
8. Demonstrate professionally the skills needed for Quality improvement, lifelong learning, and continuous medical education including the ability to identify and address personal strength and weakness, self-assess knowledge and performance, and develop a self-improvement plan.

21. Intended Learning outcomes of the course (CLOs): Upon completion of the course, the student will be able to achieve the following intended learning outcomes:

1. The student will acquire state of the art knowledge about the key global health concepts and challenges that cross national boundaries in the context of sustainable development goals.
2. The student will be able to think critically about the burden of disease in various regions of the world and how it is influenced by socio-determinants.



3. The student be able to articulate and critically examine key issues in global health from various perspectives including cultural and behavioral dimensions that influence health.
4. The students will apply their acquired knowledge to analyze case studies and discuss the possible solution for global health problems.
5. The students will be able to compare and analyze the differences of health systems' resilience in selected countries around the world
6. The student will be able to assess key health disparities and human rights violations, especially those related to the health of the poor and marginalized people in low- and middle-income countries
7. The student will be able to evaluate the roles of the key actors and organizations in global health and the manner in which they cooperate to address critical global health concerns and guide global progress towards the SDGs

22. The matrix linking the intended learning outcomes of the course with the intended learning outcomes of the program):

Program ILOs / ILOs of the course	CLO (1)	CLO (2)	CLO (3)	CLO (4)	CLO (5)	CLO (6)	CLO (7)
PLO (1)							
PLO (2)							
PLO (3)							
PLO (4)	✓	✓	✓	✓	✓	✓	✓
PLO (5)							
PLO (6)							
PLO (7)							
PLO (8)							

23. Topic Outline and Schedule:

Global Health / Second Semester 2024 -2025: (New Study Plan 3 Credit Hours)



Lectures timetable

Week	Topics	Online (Synchronous) lectures	Activity (Asynchronous) (Done by every Sunday Before class)
W1 23-27 Feb	Introduction to Global Health	<ol style="list-style-type: none"> 1. Foundation of Global Health: Basic Concepts 2. Global health governance and key players 	Activity 1: Watch this video and reflect on it in the Discussion Forum: How not to be ignorant about the World: Inspiring video by the late Prof. Hans Rosling, Karolinska Institutet, Sweden. https://youtu.be/Sm5xF-UYgdg
W2 2-6 March	Social Determinants of Health and Health Equity	<ol style="list-style-type: none"> 1. Gender Equity and Education as determinants of health 2. Global measurement of poverty and the relation between poverty and health 	Activity 1: Read this article and reflect on it in the Discussion Forum: Kerala, India make a great case for highlighting the importance and benefits of women's education https://populationeducation.org/wp-content/uploads/2017/10/kerala_a_model_case_for_education.pdf
W3 9-13 March	Social Determinants of Health and Health Equity	<ol style="list-style-type: none"> 1. Culture and social support as determinants of health 2. Access to healthcare as a determinant of health 	Activity 1: Watch this video and reflect on it in the Discussion Forum: Why did Mrs X die? A story retold A video by the WHO, 2017 https://www.youtube.com/watch?v=FpMwkbiH3eQ
W4 16-20 March	Global measures of Health, Quality of Life and burden of disease	<ol style="list-style-type: none"> 1. Health Indicators 2. Global Burden of disease and quality of life measures 	Activity 1: Read the link below about the Global burden of disease https://www.who.int/news-room/fact-sheets/detail/the-top-10-causes-of-death
W5 23-27 March	Primary healthcare Alma Ata Declaration	<ol style="list-style-type: none"> 1. Primary Healthcare 2. Health for all, Al Ma Ata Declaration 	Activity1: Read the below article and reflect on it in the Discussion Forum: WHO and its transformation – A journey from 1978 to 2024 https://pmc.ncbi.nlm.nih.gov/articles/PMC11213402/
W6 30 Mar- 3 April Eid Fiter	Demographic and Epidemiological transition	<ol style="list-style-type: none"> 1. Aging of the world population 2. Epidemiological transition 	Activity 1: Watch this video and reflect on it in the Discussion Forum: The Truth About Human Population Decline Jennifer D. Scuibba TED https://www.youtube.com/watch?v=PlmDVT8fb-I
W7 6-10 April	Non-communicable diseases	<ol style="list-style-type: none"> 1. Cardiovascular diseases 2. Cancers 	Activity 1: Read this article and reflect on it in the Discussion Forum: Taha H et al. "Voices of fear and safety" women's ambivalence towards breast cancer and breast health: a qualitative study from



			Jordan. BMC Womens Health. 2012 Jul 26;12:21. doi: 10.1186/1472-6874-12-21. https://pmc.ncbi.nlm.nih.gov/articles/PMC3526536/
W8 13-17 Apr	Infectious diseases	<ol style="list-style-type: none"> 1. HIV/AIDS 2. Malaria 	Activity 1: Watch this video and reflect on it in the Discussion Forum: Tuberculosis Is Not Gone and Should Not Be Forgotten Kylee Drever TEDxUniversityofSaskatchewan
W9 20 -24 Apr	Midterm Exam		
W10 27-30 Apr Thursday 1 May Labor Day	Maternal and child health	<ol style="list-style-type: none"> 1- The global determinants of maternal health 2- The global determinants of child health 	Activity 1: Watch this video by the late Prof. Hans Rosling, Karolinska Institutet, Sweden and reflect on Family planning in the Discussion Forum: Why the world population won't exceed 11 billion Hans Rosling TGS.ORG
W11 4-8 May	Health systems and Universal health	<ol style="list-style-type: none"> 1. Health Systems in the Global south versus the Global North 2. Universal health coverage 	Activity 1: Watch this video and reflect on it in the Discussion Forum: THE CUBAN DOSE: Insights into Cuba's legendary healthcare system https://youtu.be/Oi7z0S4Ve8c
W12 11-15 May	Global Mental Health	<ol style="list-style-type: none"> 3. Global Mental Health: Where We Are and Where We Are Going 4. Stigma of Mental Illness 	Activity 1: Read this article and reflect on it in the Discussion Forum: B Yonis, Khader, Taha et al: Psychosocial and emotional well-being of Syrian refugee children and adolescents in Jordan: In-camp versus out-of-camp comparative analysis. Narra J. 2024 Aug;4(2):e849. doi: 10.52225/narra.v4i2.849. Epub 2024 Aug 2. https://pubmed.ncbi.nlm.nih.gov/39280290/
W13 18-22 May	Global Environmental health	<ol style="list-style-type: none"> 1- Environmental health and justice 2- Climate change 	Activity 1: Watch this video and reflect on it in the Discussion Forum: Understanding Genocide: The Case of Gaza https://pchgaza.org/understanding-genocide-the-case-of-gaza/
W14 25-29 May 25 May Independence Day	Millenium and Sustainable development goals	<ol style="list-style-type: none"> 1. Millennium Development Goals 2. Sustainable development goals and the COVID-19 era 	Activity 1: Watch this video and reflect on it in the Discussion Forum: Sustainable Development Goals Explained
W15 1-5 June	Meeting online for Revision before the final Exam		
W 16 11- 24 June	Final Exam		



Week	Lecture	Topic	SLO	Descriptors**	Learning Methods(Face to Face /Blended/ Fully Online)	Platform used	Synchronous / Asynchronous Lecturing	Evaluation Methods	Resources
1	1.1	Foundation of Global Health: Basic Concepts	1,2,3,4	K S	Fully Online	Microsoft Teams	Synchronous	Written exams	1
	1.2	Global health governance and key players	1,2, 3,4	K S	Fully Online	Moodle	Asynchronous	Written exams	1
	1.3	Activity: Video to watch and reflect on: How not to be ignorant about the World	1,2,3,4,5,6,7	K S C	Fully Online	Moodle	Asynchronous	Written exams	1
2	2.1	Gender Equity and Education as determinants of health	1,2,3,4	K S	Fully Online	Microsoft Teams	Synchronous	Written exams	1
	2.2	Global measurement of poverty and the relation between poverty and health	1,2, 3,4	K S	Fully Online	Moodle	Asynchronous	Written exams	1
	2.3	Activity: Article to read and reflect on: Kerala, India makes a great case for highlighting the importance and benefits of women's education	1,2,3,4,5,6,7	K S C	Fully Online	Moodle	Asynchronous	Written exams	1
3	3.1	Culture and social support as determinants of health	1,2,3,4	K S	Fully Online	Microsoft Teams	Synchronous	Written exams	1
	3.2	Access to healthcare as a determinant of health	1,2, 3,4	K S	Fully Online	Moodle	Asynchronous	Written exams	1
	3.3	Activity: Watch a video and reflect on: Why did Mrs X die? A story retold	1,2,3,4,5,6,7	K S C	Fully Online	Moodle	Asynchronous	Written exams	1
4	4.1	Health Indicators	1,2,3,4	K S	Fully Online	Microsoft Teams	Synchronous	Written exams	Ppt
	4.2	Global Burden of disease and quality of life measures	1,2, 3,4	K S	Fully Online	Moodle	Asynchronous	Written exams	ppt
	4.3	Activity: Read and reflect on the Global burden of disease statistics	1,2,3,4,5,6,7	K S C	Fully Online	Moodle	Asynchronous	Written exams	ppt
5	5.1	Primary Healthcare	1,2,3,4	K S	Fully Online	Microsoft Teams	Synchronous	Written exams	ppt
	5.2	Health for all, Al Ma Ata Declaration	1,2, 3,4	K S	Fully Online	Moodle	Asynchronous	Written exams	ppt
	5.3	Activity: Read and reflect on article:	1,2,3,4,5,6,7	K S	Fully Online	Moodle	Asynchronous	Written exams	ppt



		WHO and its transformation – A journey from 1978 to 2024		C					
6	6.1	Aging of the world population	1,2,3,4	K S	Fully Online	Microsoft Teams	Synchronous	Written exams	ppt
	6.2	Epidemiological transition	1,2, 3,4	K S	Fully Online	Moodle	Asynchronous	Written exams	ppt
	6.3	Activity Watch a video and reflect on it: The Truth About Human Population Decline Jennifer D. Sciubba TED	1,2,3,4,5,6,7	K S C	Fully Online	Moodle	Asynchronous	Written exams	ppt
7	7.1	Cardiovascular diseases	1,2,3,4	K S	Fully Online	Microsoft Teams	Synchronous	Written exams	ppt
	7.2	Cancers	1,2, 3,4	K S	Fully Online	Moodle	Asynchronous	Written exams	ppt
	7.3	Activity: Read an article about breast cancer in Jordan by Taha, et al. and reflect on it	1,2,3,4,5,6,7	K S C	Fully Online	Moodle	Asynchronous	Written exams	ppt
8	8.1	HIV/AIDS	1,2,3,4	K S	Fully Online	Microsoft Teams	Synchronous	Written exams	2
	8.2	Malaria	1,2, 3,4	K S	Fully Online	Moodle	Asynchronous	Written exams	2
	8.3	Activity: Watch a video and reflect on Tuberculosis Is Not Gone and Should Not Be Forgotten.	1,2,3,4,5,6,7	K S C	Fully Online	Moodle	Asynchronous	Written exams	
9		Midterm Exam		K S C				Written MCQ Computer Exam	
10	10.1	The global determinants of maternal health	1,2,3,4	K S	Fully Online	Microsoft Teams	Synchronous	Written exams	2
	10.2	The global determinants of child health	1,2, 3,4	K S	Fully Online	Moodle	Asynchronous	Written exams	2
	10.3	Activity : Watch a video by the late Prof. Hans Rosling, Karolinska Institutet, Sweden and reflect on it: Why the world population won't exceed 11 billion	1,2,3,4,5,6,7	K S C	Fully Online	Moodle	Asynchronous	Written exams	2
11	11.1	Health Systems in the Global south versus the Global North	1,2,3,4	K S	Fully Online	Microsoft Teams	Synchronous	Written exams	1



12	11.2	Universal health coverage	1,2, 3,4	K S	Fully Online	Moodle	Asynchronous	Written exams	1
	11.3	Activity: Watch a video and reflect on it: THE CUBAN DOSE: Insights into Cuba's legendary healthcare system	1,2,3,4,5,6,7	K S C	Fully Online	Moodle	Asynchronous	Written exams	1
	12.1	Global Mental Health: Where We Are and Where We Are Going	1,2,3,4	K S	Fully Online	Microsoft Teams	Synchronous	Written exams	2
	12.2	Stigma of Mental Illness	1,2, 3,4	K S	Fully Online	Moodle	Asynchronous	Written exams	2
	12.3	Activity: Read an article and reflect on it: B Yonis et al: Psychosocial and emotional well-being of Syrian refugee children and adolescents in Jordan: In-camp versus out-of-camp comparative analysis.	1,2,3,4,5,6,7	K S C	Fully Online	Moodle	Asynchronous	Written exams	2
13	13.1	Environmental health and justice	1,2,3,4	K S	Fully Online	Microsoft Teams	Synchronous	Written exams	Ppt
	13.2	Climate change	1,2, 3,4	K S	Fully Online	Moodle	Asynchronous	Written exams	Ppt
	13.3	Activity: Watch a video and reflect on it: Understanding Genocide: The Case of Gaza	1,2,3,4,5,6,7	K S C	Fully Online	Moodle	Asynchronous	Written exams	ppt
14	14.1	Millennium Development Goals	1,2,3,4	K S	Fully Online	Microsoft Teams	Synchronous	Written exams	1,2,3,5
	14.2	Sustainable development goals and the COVID-19 era	1,2, 3,4	K S	Fully Online	Moodle	Asynchronous	Written exams	1,2,3,5
	14.3	Activity: Watch a video and reflect on it: Sustainable Development Goals Explained	1,2,3,4,5,6,7	K S C	Fully Online	Moodle	Asynchronous	Written exams	1,2,3,5
15	15.1	Online Revision	1,2,3,4,5,6,7	K S C	Fully Online	Microsoft Teams	Synchronous	Written exams	
16	16.1	Final Exam	All material All CLOs 1,2,3,4,5,6,7	K S C				Written MCQ Computer Exam	

** K: Knowledge, S: Skills, C: Competency



24. Evaluation Methods:

Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:						
Evaluation Activity	Mark	Topic(s)	SLOs	Descriptor	Period (Week)	Platform
Midterm Exam	30	Global health concepts, governance, determinants, indicators, measures, primary healthcare, aging population, Epidemiological transition, leading NCDs and infectious diseases.	1,2,3,4,5,6,7	K, S, C	9 th week	In-campus Computer-based MCQs exam
Online Activities	30	Included in Midterm & Final exams	All SLO's	K, S, C	1-15 th week	Online Synchronous & Asynchronous
Final Exam	40	All the course content	All SLO's	K, S, C	16 th week	In-campus Computer-based MCQs exam
** K: Knowledge, S: Skills, C: Competency						

25. Course Requirements

- ✓ **Online Synchronous and Asynchronous Lectures and activities**
- ✓ **Internet connection**
- ✓ **Online educational material using Moodle platform and Microsoft Teams (Electronic Videos and Activities)**

26. Teaching Methods and Assignments:

Development of ILOs is promoted through the following teaching and learning methods:

- ✓ Online Lectures
- ✓ Interactive Videos and Animations
- ✓ Online activities and assignments
- ✓ Discussion sessions and forums

27. Course Policies:

Attendance policies:

Attendance of the Synchronous online lectures is expected. Students who miss more than three class sessions with or without excuse will have grades deducted from the 10% attendance grade. (See the university policies regarding absence).

Absences from exams and submitting assignments on time:



Students unable to take a scheduled exam are expected to inform the instructor within 3 days and arrange for make-up one. Make-up will be given only to students who have notified the instructor and set up an alternate time. Any missed exam will result in a grade of zero for that particular examination type.

Honesty policy regarding cheating, plagiarism, misbehavior: Cheating and plagiarism is not tolerated and will be dealt with according to the policies of the University of Jordan

Grading policy:

The student’s course grade will be primarily determined by a combination of midterm examination, class participation and attendance, in school, closed book, multiple choice style final examination. The final examination will incorporate principles and materials from the required readings and from classroom discussions and lectures

Available university services that support achievement in the course: all services are available.

28 References:

A- Required book(s), assigned reading and audio-visuals:

- PowerPoint presentations will be posted on the E-learning.
- Selected supplemental websites and articles (blended) will be posted on the E-learning. You are responsible for all supplemental readings. Supplemental material will be discussed in class and included in tests.

B- Recommended books, materials, and media:

1. **Essentials of Global Health, 1st Edition - April 3, 2018, Editors: Babulal Sethia, Parveen Kumar.** <https://shop.elsevier.com/books/essentials-of-global-health/sethia/978-0-7020-6607-8>
2. **Textbook of Global Health.** By Anne-Emanuelle Birn, Yogan Pillay, Timothy H. Holtz. <https://academic.oup.com/book/25517?login=true>

29. Additional information:

Name of Course Coordinator: Dr. Hana Taha	Signature:	Date: 22 Feb /2024
Head of Curriculum Committee/Department: Dr. Sireen Alkhaldi	Signature: --	
Head of Department: Dr. Sireen Alkhaldi	Signature:	
Head of Curriculum Committee/Faculty: -----	Signature: ---	
Dean: -----	Signature: -----	