



FAQ Global Health 2011-12, 2nd sem.

Dates: 23 January-9 June 2012, 30 ECTS.

12- week theory: 23 January-13 April 2012;

8-week clinical placement 16 April-9 June 2012.

Global Health

What is Global Health?

“Global Health is an area for study, research, and practice that places a priority on improving health and achieving equity in health for all people worldwide. Global health emphasizes transnational health issues, determinants, and solutions; involves many disciplines within and beyond the health sciences and promotes interdisciplinary collaboration; and is a synthesis of population based prevention and promotion with individual-level clinical care¹.”

Why should I follow the International Course Global Health?

An aging society and a growing conscience of the devastating consequences for health through our welfare societies are by now well understood and described. The prevalence of chronic diseases and co-morbidity is increasing exponentially². One of the consequences is social exclusion of large specific groups in society. Most countries signal that the supply of general practice will not be able to keep up with grows in demand. ³ In general policy directions many solutions are given. One of the more promising directions is the creation of a more integrated health care⁴.

Which goals are linked to the International Course Global Health?

If you have finished the International Course Global Health successfully the following goals are realized:

- Global Health students integrate their knowledge of international health status, of global trends in morbidity and mortality of chronic diseases of social significance, the impact of migration, trade, and environmental factors on health and sickness into their professional care activities;
- In their daily professional life, Global Health students integrate important life - style, genetic, demographic, environmental, social, economic, psychological, and cultural determinants of health and illness of a population as a whole into their care activities;

¹ Definition from Koplan JP *et al.* (2009). Towards a common definition of global health. *The Lancet* **373**, 1993-1995.

² http://www.who.int/topics/chronic_diseases/factsheets/en/index.html

³ RIVM, Op één lijn in 2020, 2009

⁴ WHO, European health report, health and health systems, 2009, Kodner D.L., Spreeuwenberg L., Integrated care: meaning, logic, applications and implications a discussion paper, *Int. Journal of integrated care* vol. 2, 1-6, 2002.



ASHP

L



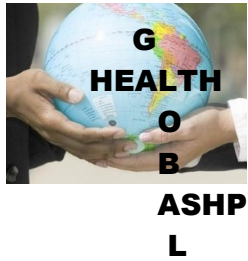
- Global Health Students differentiate between linguistic competence, cultural competency, and health literacy in public health practice and adapt their communication skills to the specific individual or group delivering care for;
- Global health students distinguish the roles and responsibilities of other health and health related personnel in providing health care to individuals, populations and communities;
- Global Health students recognize the need for collective responsibility for health promoting interventions which requires partnerships with the population served, and a multidisciplinary approach including the health care professions as well as collaboration;
- Global Health Students explain the pathology, different, culturally shaped signs and symptoms and possible therapy strategies of the most common diseases (paying attention to incidence and prevalence numbers) worldwide;
- Global Health students identify the main components and issues of the organization, financing and delivery of health services and public health services.
- Global Health students explain how health behaviour is shaped by the group we belong to, the (cultural) traditions we learn from and the environment we live in;
- Global Health students apply a critical, comparative, cross-cultural framework in explaining human variation and the diversity of human societies and groups especially to health related topics;
- Project management: Global Health students conduct a correct and complete analysis of a local (health) situation; they identify and analyze the needs, interests and innovation to be addressed in the intersectional collaboration project, and plan quality improvement measures that support legal/ethical standards through the use of evidence- based practice;
- Global Health students analyze their role and ability to take appropriate action in disease, injury and accident prevention and protecting, maintaining and being proactive in promoting the health of individuals, families and community;
- Global Health students promote high standards of personal and organizational integrity, compassion, honesty and respect for all people;

It is in the responsibility of each student taking part in the International Course Global Health to translate the reached goals into the competencies relevant for his own study and to provides proof of achieved goals in his/her portfolio. The mentor of the relevant education will assist you when developing the portfolio after have following Global Health.



Table 1: Curriculum International Course Global Health

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	13 - 20
Study year 2011/2012													
Introduction in Global Health (5 ECTS)	Disease / sickness / illness in different perspectives												
Cultural Competence E-Learning Papadopoulos (4 ECTS)													
Conference (1 ECTS)				Preparation / Organization / keynote speakers / workshops for communities in Amsterdam / NGO's / teachers / students / communities from South East Amsterdam Per student clearly formulated tasks and descriptions								Global Health Conference Presentation / course / debate	
Project Societal Advocacy (8 ECTS)			Several subjects are to be chosen								product		
Additional classes			Project management	Quality management	Health resource allocation game	Health resource allocation game	Twice per week (guest presentation)	Twice per week (guest presentation)	Twice per week (guest presentation)	Twice per week (guest presentation)	Twice per week (guest presentation)		



							n experts)	n experts)	n experts)	n experts)	n experts)		
Fieldwork⁵ (11 ECTS)													Fieldwork assignment

⁵ **Second part of the semester:** Fieldwork (in the Netherlands or abroad) Valued 11 ECTS. CanMeds Acting: How can I develop an effective primary, secondary and tertiary prevention service to individuals with special needs (emotional, mental health problems or physical disabilities for a certain target group within a specific culture?



21st century

- Aging society
- consequences for health through welfare societies
- high prevalence of chronic diseases
- increasing of co-morbidity
- little emphasis of transnational health issues
- increase of migration



Inequity in Health Care

- social exclusion of large specific groups
- general practice will not be able to keep up with grows in demand
- many disciplines not integrated in health care
- little collaboration in between the healthcare disciplines



Global Health

- population based prevention
- population based promotion with individual-level clinical care
- collaboration of the different health care disciplines



Application

All international students studying Exercise Therapy, Nursing, Occupational Health Therapy or Physiotherapy or another health care related study and interested in the International Course Global Health can apply through our website www.international.hva.nl or contact Margriet van der Zanden (international office). "[M.F. van der Zanden](mailto:m.van.der.zanden@ASHP.nl)" <m.van.der.zanden@ASHP.nl>

The International Course Global Health lasts 20 weeks (one semester).

Who participates in the International Course Global Health?

First of all, the International Course is a **multi professional** course. We hope that students from a variety of educations sign in for this specific International Course. The project group consists of the members of 5 different disciplines: Exercise Therapy, Nursing, Occupational Health Therapy and Physiotherapy (Dutch and English program). The project members represent their own study in this project and make sure that the Global Health contents are suitable for their students.

The International Course Global Health is an **international** program. Students from our three partner institutions are allowed to follow the program:

OUC-Oslo University College in Oslo (NO) (<http://www.hio.no/Welcome-to-OUC>)

CVP- Red Cross Portugal in Lisbon (PT) <http://www.esscvp.eu/>

UC-North of Aalborg (DK) (<http://www.ucnorth.dk/>)

Students from other departments or universities can take part as well. They have to meet the following criteria's:

- English language assessment
- Study related to health and disease, or international relationships

Students from other international Universities of Applied Sciences are always welcome. The ASHP has special connections to Universities in sub-Saharan Africa and always tries to invite a couple of students taking part in the program.

In which language the courses are taught?

All courses are taught in English, the relevant literature is in English, recommended literature can be in Dutch as well. All meetings are held in English

On which level should I be able to communicate in English?

The recommended level of your English language competency is B1/B2.

B1: Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions



and plans.

B2: Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Students can be tested through the “International English Language Testing System”. This test is especially made for students who want to study or train in an English-speaking university or Institutions of Higher and Further Education. If the student’s English language competence is insufficient, additional courses are offered as well.

http://www.ielts.org/test_takers_information/what_is_ielts.aspx