

**Would you like to intercalate and be part of a growing
body of students with a passionate interest in
global health issues?.....If so read more about....**

Global Health BSc

For intercalating medical students in their 3rd, 4th or 5th years from Bristol (and elsewhere).
Run by the Centre for Child and Adolescent Health, School of Social and Community Medicine, Faculty of Medicine
in conjunction with the School for Policy Studies, Faculty of Social Sciences and Law.

Introduction

With increasing globalisation, the practice of medicine in the UK requires an awareness of global health issues, of different diseases and different cultural responses to illness. Many doctors spend part of their training abroad, and global collaboration is a pre-requisite of the highest quality medical research. The GMC, *Tomorrow's Doctors* (2009) states that medical graduates must be able 'to discuss from a global perspective the determinants of health and disease and variations in health care delivery and medical practice'. In response we have developed a one-year intercalated Global Health BSc for medical students.



This course is tailored to reflect the particular extensive global expertise already present in Bristol University. Bristol students have been involved at every stage of the course development (the original proposal was an SSC project!) and the course has been developed specifically for intercalators.

Course Structure (120 credits):

6 taught units and a dissertation over one academic year

Teaching Block 1 (60 credits)

- Global Burden of Disease (20 credits)
- Health Policy in a Global Context (20 credits)
- Inequalities in health (20 credits)

Teaching Block 2 (60 credits)

- Anthropology (10 credits)
- Conflict, Migration and Human Rights (20 credits)
- Global Child Health (10 credits)
- Dissertation (20 credits)



Unit Content:

Unit 1: Global Burden of Disease

This unit examines the current patterns of health and illness across the world and will introduce students to the epidemiology of both infectious and non-communicable diseases of global importance. Acute Respiratory illnesses, TB, HIV, and malaria will be considered in detail as is reproductive health. We include in this unit an introduction to global mental health. The likely impact of climate change on human health is an important topic as is the relation between sanitation, water supply and disease. Progress towards the Millenium Development Goals will be reviewed and the post-2015 agenda will be considered.

Unit 2: Health Policy in a Global Context

This unit aims to develop an understanding of the role of health policy in shaping health experience and the distribution of health. We also explore diversity within and between health systems, and the ways in which globalisation and international agencies including both transnational companies and NGOs impact on health policy and health outcomes. Gender is considered here as an especially important factor shaping health outcomes.

Unit 3: Inequalities in Health

This unit aims to develop an understanding of global patterns of poverty and inequality and the relationship between poverty, social exclusion and inequality and ill health. Students will be introduced to a range of approaches drawn from economics, politics, social policy, disability studies, development studies and statistics. With an emphasis on the social determinants of health this unit familiarises students with theoretical and empirical analysis of the causal pathways running, in both directions, between health and material living standards.

Unit 4: Anthropology and Global Health

This unit aims to develop knowledge and understanding of the roles of culture, social structure and political economy in shaping global health problems and interventions by introducing students to anthropological approaches to global health and bioethics

Unit 5: Global Child Health

Focused on Millennium Development Goal 4 and taking a child's rights approach this unit highlights a number of the health issues facing children globally, including nutrition, childhood injury and disability and considers the implementation of the Integrated Management of Childhood Illness (IMCI). Complementing reproductive health the unit will specifically consider the challenges relating to newborn and perinatal care outlining strategies available to minimise perinatal mortality and the risk of vertical HIV transmission in resource poor settings.

Unit 6: Conflict, Migration and Health

This unit aims to provide students with a basic understanding of health issues affecting asylum seekers and migrants along with reasons behind migration. Legal aspects pertaining to human rights abuses and economic rights to health will be explored. The unit will also examine health issues relating to situations of conflict or disaster such as the health response to a humanitarian emergency, torture and gender and sexual health aspects arising from a conflict situation.

Unit 7: Dissertation

In this unit students will have an opportunity to explore a topic of global health that interests them in much more detail presenting their findings and critical analysis as a dissertation of ten thousand words. Drawing on material previously covered during the course students will hone their proposal ideas with presentation workshops before being assigned a supervisor to take them through the actual writing process.



Other Learning opportunities:

At the outset of the programme students will undertake an induction week aimed at preparing them for the course. Running through the programme a series of sessions provides students with critical appraisal skills. Self-directed learning is supported with class presentations and feedback throughout the course. Presentation and writing skills are formatively assessed during teaching block 1 with feedback designed to hone these essential transferrable skills.

Educational Methods:

Teaching will include workshops, seminars, tutorials and a journal club. Students will be expected to contribute to the critical analysis of issues in the syllabus and participate in presentations and debates. Problem-based learning and e-learning are embedded in the course to enable students to gain a thorough understanding of global health issues. Literature and data analysis, writing and presentation skills are taught and practised throughout the programme.

Course Assessment:

Each module will have an assessment that must be passed for the BSc to be awarded. The units, Global Burden of Disease and Global Child Health, will be assessed by a data interpretation exam supplemented with presentations; the remaining units will be assessed by a 3,000 word essay with formative assessments taking a variety of forms including poster preparation. The dissertation project is assessed by a 10,000 word thesis.

Educational Aims of the Programme:

- To raise awareness of the importance of global health issues in medical practice
- To provide students with appropriate knowledge of global health issues
- To promote skills of critical evaluation and strategic thinking in global health
- To enable students to undertake relevant postgraduate study.

Learning Outcomes:

These are detailed in the [Programme Handbook](#) for each unit.

How do I get a place on the course?

Places are limited to a maximum of 28. External students are also welcome to apply. Potential applicants will be asked to complete a form detailing relevant experience/interest, as well as academic performance.

Contacts:

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