



## Course Syllabus

1	<b>Course title</b>	Global Health
2	<b>Course number</b>	0505291
3	<b>Credit hours</b>	3 credit hours (all theory)
	<b>Contact hours (theory, practical)</b>	48 hours
4	<b>Prerequisites/corequisites</b>	None
5	<b>Program title</b>	Doctor of Medicine
6	<b>Program code</b>	---
7	<b>Awarding institution</b>	The University of Jordan
8	<b>School</b> <input type="checkbox"/> **	School of Medicine
9	<b>Department</b> <input type="checkbox"/> **	Family and Community Medicine
10	<b>Course level</b>	2 <sup>nd</sup> year medical year
11	<b>Year of study and semester (s)</b>	Second year / Second semester
12	<b>Other departments (s) involved in teaching the course</b>	None
13	<b>Main teaching language</b>	English
14	<b>Delivery method</b>	<input type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> ** Fully online
15	<b>Online platforms(s)</b>	** Moodle ** Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
16	<b>Issuing/Revision Date</b>	<b>February 2026</b>

### 17 Course Coordinator:

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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	Introduction  Foundation of Global Health	1. Introducing the course  2. Global Health Basic Concepts	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. <a href="https://youtu.be/Sm5xF-UYgdg">https://youtu.be/Sm5xF-UYgdg</a>
W2	Global Health Governance and key players  Social Determinants of Health and Health Equity	1. Global Health Governance and Global Health Diplomacy  2. Global Health Key players	Global Governance Activity: The inside story of the Paris climate agreement <a href="https://youtu.be/MIA_1xQc7x8?si=WZJqu5y1Li0wqX9Y">https://youtu.be/MIA_1xQc7x8?si=WZJqu5y1Li0wqX9Y</a>
W3	Social Determinants of Health- Gender Equity and Health	1. Social Health Determinants  2. Gender Equity as a social 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 <a href="https://www.youtube.com/watch?v=FpMwkbiH3eQ">https://www.youtube.com/watch?v=FpMwkbiH3eQ</a>
W4	Determinants of Health- Poverty, Education, culture and Social Support	Global measurement of poverty and the relation between poverty and health  Education, Culture and Social support as social health Determinants	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 <a href="https://populationeducation.org/wp-content/uploads/2017/10/kerala_a_model_case_for_education.pdf">https://populationeducation.org/wp-content/uploads/2017/10/kerala_a_model_case_for_education.pdf</a>
<b>W 5      Eid Fiter 19-20</b>			
W6	Global measures of Health, Quality of Life and burden of disease	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 <a href="https://www.who.int/news-room/fact-sheets/detail/the-top-10-causes-of-death">https://www.who.int/news-room/fact-sheets/detail/the-top-10-causes-of-death</a>
W7	Primary healthcare  Alma Ata Declaration	1. Primary Healthcare  2. Health for all, Al Ma Ata Declaration	Activity1: <b>The Concept of One Health</b>



W8	Demographic and Epidemiological transition	<ol style="list-style-type: none"> <li>1. Aging of the world population</li> <li>2. Epidemiological transition</li> </ol>	Activity 1: Watch this video and reflect on it in the Discussion Forum: The Truth About Human Population Decline   Jennifer D. Sciubba   TED <a href="https://www.youtube.com/watch?v=PlmDVT8fb4">https://www.youtube.com/watch?v=PlmDVT8fb4</a>
<b>Midterm Exam 5-16 April W8-w9</b>			
W9	Infectious diseases	<ol style="list-style-type: none"> <li>1. HIV/AIDS</li> <li>2. Malaria</li> </ol>	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
W10	Health systems and Universal health	<ol style="list-style-type: none"> <li>1. Health Systems in the Global south versus the Global North</li> <li>2. Universal health coverage</li> </ol>	Activity 1: Watch this video and reflect on it in the Discussion Forum: THE CUBAN DOSE: Insights into Cuba's legendary healthcare system <a href="https://youtu.be/0i7z0S4Ve8c">https://youtu.be/0i7z0S4Ve8c</a>
W11	Global Mental Health	<ol style="list-style-type: none"> <li>1. Global Mental Health: Where We Are and Where We Are Going</li> <li>2. Stigma of Mental Illness</li> </ol>	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. <a href="https://pubmed.ncbi.nlm.nih.gov/39280290/">https://pubmed.ncbi.nlm.nih.gov/39280290/</a>
W12	Global Environmental health	<ol style="list-style-type: none"> <li>1- Environmental health and justice</li> <li>2- Climate change</li> </ol>	Activity1: Antimicrobial Resistance
W13	Maternal and child health	<ol style="list-style-type: none"> <li>1- The global determinants of maternal health</li> <li>2- The global determinants of child health</li> </ol>	Activity 1: Watch this video by the late Prof. Hans Rosling, Karolinska Institutet, Sweden and reflect on Family planning in the Discussion Forum: <a href="https://www.ted.com/talks/hans_rosling_on_technology_development_and_aid">Why the world population won't exceed 11 billion   Hans Rosling   TED</a>
W14 <b>25 May Independence Day</b>	Millenium and Sustainable development goals	<ol style="list-style-type: none"> <li>1. Millennium Development Goals</li> <li>2. Sustainable development goals and the COVID-19 era</li> </ol>	Activity 1: Watch this video and reflect on it in the Discussion Forum: <a href="https://www.ted.com/talks/andrea_wilson_explains_sustainable_development_goals">Sustainable Development Goals Explained</a>
W15- W16	<b>Final Exam 2-14 June</b>		

## 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 <sup>th</sup> week	In-campus Computer-based MCQs exam
Online Activities	30	Included in Midterm & Final exams	All SLO's	K, S, C	1-15 <sup>th</sup> week	Online Synchronous & Asynchronous
Final Exam	40	All the course content	All SLO's	K, S, C	16th 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: <b>Dr. Hana Taha</b>	Signature:	Date: 22 Feb /2026
Head of Curriculum Committee/Department:	Signature: --	
Head of Department:	Signature:	
Head of Curriculum Committee/Faculty:	-----	Signature: ---
Dean:	-----	Signature: -----