

COURSE PROGRAMME

1. Information about the programme

1.1 University	University “Alexandru Ioan Cuza” of Iași
1.2 Faculty	Faculty of Philosophy and Social-Political Sciences
1.3 Department	DEPARTMENT OF SOCIOLOGY, SOCIAL WORK AND HUMAN RESOURCES
1.4 Domain	Social work
1.5 Cycle	Masters
1.6 Programme / Qualification	Lifelong Well-Being and Healthy Aging

2. Information about the course

2.1 Course Name	Sănătate globală/Global Health						
2.2 Course taught by	lecturer PhD Alexandru Rusu						
2.3 Seminary / laboratory taught by	lecturer PhD Alexandru Rusu						
2.4 Year	II	2.5 Semester	II	2.6 Type of evaluation	E	2.7 Course type*	Ob

*OB – Obligatory / OP – Optionally / F – Facultative

3. Total hours (estimated per semester and activities)

3.1 Number of hours per week	3	3.2 course	2	3.3 seminary/laboratory	1
3.4 Total number of hours	42	3.5 course	28	3.6 seminary/laboratory	14
Distribution					hours
Individual study using textbooks, course notes, bibliography items, etc.					50
Supplementary study (library, on-line platforms, etc.)					38
Individual study for seminary/laboratory, homeworks, projects, etc.					56
Tutoring					10
Examination					4
Other activities					
3.7 Total hours of individual activity					158
3.8 Total hours per semester					200
3.9 Credit points					8

4. Pre-requisites (if necessary)

4.1 Curriculum	It is not necessary
4.2 Competencies	It is not necessary

5. Conditions (if necessary)

5.1 Course	It is not necessary
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5.2 Seminary / Laboratory	It is not necessary
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6. Specific competencies acquired

Professional competencies	<p>CP1. In-depth knowledge of theoretical developments, methodological and practical approaches specific to social work, health, and well-being throughout life and for healthy aging;</p> <p>CP2. Appropriate use of the health and welfare professional language in communication with different professional entities;</p> <p>CP3. The use of highly specialized knowledge based on original thinking and research in the field of social work, health, and well-being;</p> <p>CP4. Integrated use of knowledge in the field of social assistance and those at the border of related fields - psychology, health, law, economics, sports sciences, digitalization, sociology, human resources - to solve new theoretical and practical problems;</p> <p>CP5. Proper use of knowledge from welfare, health and well-being and of those relevant from the related fields in order to perform research and innovation, for the development of new knowledge and procedures specific to social care and health management;</p> <p>CP7. Use of specific skills in assuming the responsibility for contributing to the development of professional knowledge and practices.</p>
Transversal competencies	<p>CT1. To be able to apply professional research standards;</p> <p>CT5. Advanced computer skills and be able to use IT technologies in professional activity;</p> <p>CT8. To be able to do an empathetic approach on interactions with beneficiaries / clients, colleagues and partners;</p> <p>CT9. To be able to consider issues related to public and general welfare within his activity;</p> <p>CT10. To be able to develop a tolerant, non-discriminatory and fair approach on various aspects and contexts of professional activity and inter-human relations;</p> <p>CT11. To be able to clarify and systematically assess his mandate, skills, roles and personal expectations;</p> <p>CT12. To be able to apply longitudinal self-evaluations on the learned processes, the acquired skills and the professionalisation needs;</p> <p>CT13. To be able to do prospective design of professional objectives;</p> <p>CT14. To be able to diversify learning styles and forms.</p>

7. Course objectives (from the accumulated specific competency grid)

7.1 General objective	To support the acquisition of knowledge and skills on the life-course perspective and lifelong well-being
7.2 Specific objectives	<p>Upon successful completion of this discipline, students will be able to:</p> <ul style="list-style-type: none"> • evaluate the state of the global health in multiple regional contexts • consider social impact of policy decisions on the topic • analyze the role of health services provider in broader contexts • apply holistic approach within social services • support children's, youth, adults and older adults' well-being • follow health and well-being in social care practices over the life • use most appropriate preventive approaches over the life, for lifelong health and well-being

8. Contents

8.1	Course	Teaching methods	Remarks (number of hours, references)
1.	Introduction and basic training in the global health approaches	Lecture, creative teaching and learning approaches, problem based learning, research based learning, critical thinking, group works, learning using new media.	See the references below
2.	Relevant indicators of global/international health - a review		
3	Social determinants of global/international health		
4	Economic and financial determinants of global health		
5	World political crisis and impact on the global		

	health		
6	Measuring the accessibility of health infrastructure at global scale - challenges and solutions		
7	Mapping the spread of infectious diseases - a scale dependent problem		
8	Mapping Non-Communicable Diseases (NCDs) - basic tools		
9	Synthetic indicators of global health - avoiding the statistical trap		
10	Policy implications and global governance: re-centering health in the policy design agenda.		
11	Local, national and macro-regional actors involved in the management of global health (selected case studies)		
12	Global health and sustainable development - main goals		
13	Interdisciplinary studies in global health - a review		
14	Conclusions and further research		

Bibliography

1. Koplan, Jeffrey P., T. Christopher Bond, Michael H. Merson, K. Srinath Reddy, Mario Rodriguez, Nelson K. Sewankambo, and Judith N. Wasserheit., "Towards a common definition of global health." The Lancet 373, no. 9679 (2009): 1993-1995
2. Complexes pathogènes et géographie médicale", Annales de Géographie, 42 (235): 1–18, doi:10.3406/geo.1933.10619
3. Cliff, A. D., P. Haggett., Atlas of disease distribution: analytic approaches to epidemiological data. 1988
4. Koch, Tom, and Tom Koch. Cartographies of disease: maps, mapping, and medicine Redlands, CA: Esri Press, 2005
5. Meade, Melinda S., and Michael Emch., Medical geography, Guilford Press, 2010
6. Pinto, A., & Upshur, R. (Eds.). (2013). An Introduction to Global Health Ethics (1st ed.). Routledge. <https://doi.org/10.4324/9780203082225>
7. WHO. Global status report on noncommunicable diseases 2010., Chapter 1: Burden: mortality, morbidity and risk factors: 9-31., https://iris.who.int/bitstream/handle/10665/44579/9789240686458_eng.pdf?sequence=1

8.2	Seminary / Laboratory	Teaching methods	Remarks (number of hours, references)
1.	Relevant indicators of global/international health - a review	Creative learning approaches, problem based learning, research based learning, critical thinking, group works, learning using new media. Basic mapping techniques applied to the global health.	See the references below
2.	Relevant indicators of global/international health - a review		
3	World political crisis and impact on the global health		
4	Measuring the accessibility of health infrastructure at global scale - challenges and solutions		
5	Mapping the spread of infectious diseases - a scale dependent problem		
6	Mapping Non-Communicable Diseases (NCDs) - basic tools		
7	Conclusions and further research		

Bibliography

1. Koplan, Jeffrey P., T. Christopher Bond, Michael H. Merson, K. Srinath Reddy, Mario Rodriguez, Nelson K. Sewankambo, and Judith N. Wasserheit., "Towards a common definition of global health." The Lancet 373, no. 9679 (2009): 1993-1995
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5. Meade, Melinda S., and Michael Emch., Medical geography, Guilford Press, 2010
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9. Coordination of the contents with the expectations of the community representatives, professional associations and relevant employers in the corresponding domain

The course meets the expectations of training, participation and understanding of the global health challenges. The syllabus underlines the importance of the transdisciplinary approaches of the topic and introduces the students in basic analytical techniques (mapping, e.g.). The practical dimension of the course will focus on the methodology of results communication towards policy designers and decision takers.

10. Assessment and examination

Activity	10.1 Criteria	10.2 Modes	10.3 Weight in the final grade (%)
10.4 Course	participation in the final exam and obtaining at least 50% of the score; .	The final exam will be a colloquium on the course contents	50%
10.5 Seminary / Laboratory	- carrying out the works at the seminar and obtaining at least 50% of the score	For the seminar students will choose a topic (protective and / or risk factors related to lifelong well-being and healthy ageing) and will present their new learnings in 5 steps: 1. Conceptual framework from the literature review 2. Related data from applied research, surveys and the literature review 3. Mapping outputs and basic spatial analysis results.	50%
10.6 Minimal requirements			
Evaluation along the way: active participation in at least 50% courses and seminars			
Final grade is the average of the assessments for the course and seminar			

**Date,
17.09.2024**

**Course coordinator,
lecturer PhD Alexandru Rusu**

**Seminary coordinator,
lecturer PhD Alexandru Rusu**

**Approval date in the department,
19.09.2024**

**Head of the departament,
Conf. Univ. Dr. Mihaela RĂDOI**