What is Global health?
- An area for multi-disciplinary study, research, and practice that places priority on achieving equity in health for all people worldwide
- Emphasizes transnational health issues, determinants, and solutions that promote interdisciplinary collaboration providing a synthesis of population based prevention with individual-level clinical care

The Changing Global Landscape
- Global environmental changes – urbanization and resulting growth of megacities (10 M population), climate change
- Global burden of disease (infectious diseases, NCDs, infrastructure, resources, sustainability)
- Demographics, migration, refugee populations
- Human rights, social justice
- Global economy
- Global and national health policies
- Changing healthcare delivery models, use of health promoters, community health workers
- Rapidly changing technology, shrewd
- Private for-profit and non-profit non-governmental organizations (NGOs) such as the Gates Foundation, Clinton Foundation, US Global Health Initiative

Why Invest in Global Health Education?
- Growing need for workers in global health, particularly in low income countries
- Need for comprehensive training of local people for country and culturally-specific initiatives
- Strong student interest in global health education, practice, research and service learning
- Need for training in-country faculty through collaborative research and educational opportunities
- Global health education can enhance student ability to work in cross-cultural settings and affect career choices that serve disadvantaged populations

Growth of Global Health Education Programs
- Large increase in global health educational programs across the health and social sciences professional
- Expanded specializations/concentrations in global health throughout graduate health professional residency training and professional development
- Increased interest in global health courses and experiences at the undergraduate level
- Growing number of open source courses
- Expanded global research and education partnerships across universities

Global Health Education – What is Covered in Graduate Education?
- For credit courses
- Short-term mini-courses
- Modules embedded in various graduate degree programs
- Symposia

Sample Learning Objectives
- Articulate key public health concepts, including demographic and epidemiological transitions, burden of disease, impact of key health conditions, health services delivery and organization, among others
- Examine the social determinants of health and the burden of disease in various regions of the world, and how it varies within and across countries and regions
- Articulate the links between health, social, and economic factors
- Apply analytical assessment tools for efficient, cost-effective, and sustainable policies and programs
- Identify key public and private organizations and collaborative opportunities to address key global health issues
- Identify and assess resources for learning and career opportunities in global health

Global Health Education Topics
- Global Burden of Disease, Social Determinants of Health, Health Inequalities
- Millennium Development Goals
- Cultural Humility and Awareness
- Maternal and Child Health, Nutrition
- Adolescents/Young adult health
- Environmental health
- Infectious and tropical diseases
- Non-communicable diseases, risk factors, prevention, health promotion
- Unintentional and intentional injury control and prevention
- Healthy aging
- Natural disasters, emergency preparedness
- Health care and information systems, access, health workers
- Human rights, humanitarian health
- Migration
- Health technologies, health communication
- International and National Government Organizations, NGOs
- Global health careers

Student Assignment Examples
- Country Health Profile
- Country Health Brief
- Disease Background
- Oral and Written Presentations

Global Health Educational Learning/Immersion
- Local, national, and international experiences
- Enriched socio-cultural understanding
- Leadership skills and opportunities
- Community education and advocacy
- Decision making and critical thinking
- Teamwork, problem solving
- Self-confidence, self-efficacy
- Analyses of physical, social, economic, and political factors
- Culturally-appropriate planning, evaluation and research

Key Components of Global Health Experiential Programs
- US and international partners
- Specific goals and objectives
- Administrative bases, funding, logistics
- Linkage to classroom instruction
- Active student leadership
- Language issues
- JRF Review, national and local
- Preparation prior to the experience
- Program implementation in-country
- Student exchanges from host country
- Student reflections, journals, blogs, photos, etc.
- After the trip – papers, presentations, evaluation

Global Health Education Competencies
- Capacity Strengthening
- Collaborating and Partnering
- Ethical Reasoning and Professional Practice
- Health Equity and Social Justice
- Program Management
- Socio-Cultural and Political Awareness
- Future Challenges and Opportunities
- Long-term commitment
- Ethical considerations
- Sustainability funding
- Administrative support
- Partnerships with in-country universities, government agencies, NGOs
- True exchange programs, training of in-country personnel to serve as leaders in their own countries

Global Health Education References