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GLOBAL HEALTH

Global Health introduces students to public health on a global scale. Students learn what disease is and investigate how it impacts world populations. By studying different societies, they learn about the relationship between health and socioeconomic development. Students learn how environmental, nutritional, and behavioral risk factors jeopardize health. They learn how communities, governments, and cooperative global efforts can intervene to improve health. Wherever possible, students first study each concept as it applies to their own community, and then they look at it in a more global context. In many lessons, students practice deciphering and interpreting the data they find in tables, charts, graphs, and maps. Students are exposed to working with information compiled by the foremost global health agencies, such as the World Health Organization, the Centers for Disease Control and Prevention, the World Bank, and UNICEF. At the conclusion of the course, students have a chance to explore what it would be like to have a career in global health.

KEY LEARNING OBJECTIVES FOR THE COURSE

1. Describe the most important measures of health status
2. Identify the diseases and health conditions that have a major global health impact and categorize them as communicable, noncommunicable, or injury
3. Explain why preventive measures for both communicable and noncommunicable diseases are important to global health
4. Describe the demographic transition as countries develop economically
5. Describe the epidemiological transition as countries develop economically
6. Explain the relationship between health and basic human rights
7. Generalize about the relationship between health and socioeconomic development for a community or country
8. Identify organizations that promote and improve global health and describe their roles and functions
9. Illustrate how each health determinant can impact the health of an individual and of the community
10. Identify the main environmental risk factors that affect health
11. Describe the relationship between environmental risk factors and a major disease
12. Identify the health determinants that most frequently come into play in malnutrition
13. Describe the general relationship between risky behavior and disease, and explain how a risky behavior can impact an entire population
14. Identify and describe criteria for judging the effectiveness of an intervention

15. Explain how health education, promotion, and communication can be used effectively in intervention programs
16. Display understanding of the underlying determinants, risk factors, and intervention strategies that form the basis of global health initiatives

CULUMINATING PROJECT DESCRIPTION

For a culminating project, students evaluate global health threats and advocate for a single issue that needs attention based on ethical and practical considerations. The driving question of the culminating project is, "How can we develop a call to action to address a global health threat for an international summit?"

Project Components:

Students describe their chosen health issue in a self-running slideshow, explain why the issue is important, identify a geographic region particularly impacted by the issue, describe the epidemiology of the disease, and make a case for addressing their health issue at the international health summit.

CULUMINATING PROJECT ASSESSMENT

The class holds a mock review by an expert panel at the end of the project; the panel is tasked with selecting the health issues that delegates will focus on during the international health summit. The panel is made up of advisory board members and other professionals such as doctors, public health strategists, politicians and government officials, academic researchers, and NGO professionals. The audience for the expert panel review includes school administrators and teachers, community professionals, peers, and family.