

Syllabus

Elective Course

Global Health, Environmental Health and Climate Change: Planetary Health

**Medicine CRU+
Bachelor year 2
Academic year 2023/2024**



UMC Utrecht

Medische Studenten Faculteitsvereniging Utrecht "Sams"

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Do you have any complaints, comments, or suggestions about this course? Please send an email to bvt2@msfusams.nl. The BVT (Bachelor Representation) will work on it!

Colophon

The content of this syllabus transpired under the responsibility of the course coordinators Dr. George Downward and Dr. Joyce Browne.

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Introduction

1. Description of course

We would like to start this syllabus by welcoming you into this course! This course was developed in a collaboration between members of the Institute for Risk Assessment Sciences (IRAS) at Utrecht University and Julius Global Health at the UMC Utrecht and in collaboration with many guest lecturers from other departments and disciplines.

Our health is affected by the environment we live in. By our social and community networks, our living and working conditions, the society we are part of, the countries and continents we live in, the health of animals and the environment we share with them, and the state of the natural systems on this planet. In this course we will discuss, together with experts and guest lecturers in the field, the impacts, and challenges of planetary health from a global perspective.

Because health has many determinants and these exceed the 'biomedical' domain, an interdisciplinary approach is required to tackle these global challenges. This approach will be discussed and developed throughout the course where we will practice interprofessional collaboration. We will also develop academic skills for research, critical evaluation, and academic writing throughout the course.

2. Place of this course in the curriculum

The goal of this course is to introduce the fundamentals of Global Health, Environmental Health and Climate Change to future health professionals.

3. Brief/thematic overview of the course

Themes per week

- Week 1: Introduction to Global Health, Environmental Health and the SDGs
- Week 2: Social Determinants of Health and Health Equity
- Week 3: Introduction to Planetary health and the exposome
- Week 4: Interdisciplinary lenses: Gender, Sex and Health
- Week 5: Interdisciplinary lenses: Ethics
- Week 6: Interdisciplinary lenses: Climate Change
- Week 7: Interdisciplinary lenses: Human rights and Energy Poverty
- Week 8: Health System Resilience and Sustainable Healthcare
- Week 9: Interdisciplinary lenses: Anthropology and Governance in Global Health
- Week 10: Practicing Global Health: privilege and power; evaluations and wrap up

At the end of this course, you will be able to:

- Explain major concepts in Global Health, including the Sustainable Development Goals (SDGs).
- Understand the major concepts in environmental health, planetary health and commonly used terms.
- Understand the principles of disaster management and the consequences of climate change.
- Appreciate a (human) rights and gender-based approach to environmental health.
- Appreciate major themes in environmental ethics, such as who bears responsibility in terms of causes and consequences.
- Know key actors in global and environmental health governance.
- Develop academic skills for research, evaluation of evidence, academic English for reading, writing, and international and interprofessional collaboration

4. Course coordinators

Course coordinator/examiner:

Examiner Dr. Freek Hoebeek

Email: F.E.Hoebeek@umcutrecht.nl

1st coordinator

Dr Joyce L Browne

Email: j.l.browne@umcutrecht.nl

2nd coordinator

Dr George S Downward

Email: g.s.downward@uu.nl

3rd coordinator

Drs. Camilla Alay Llamas

Email: c.a.llamas@uu.nl

GHEHCC core teaching team:

Dr Joyce L. Browne, MD PhD

Dr George S. Downward, MD PhD

Drs Merel Stevens, MD

Drs Camilla Alay Llamas, MD MPH

Guest lecturers (many, see below!)

Secretariat: please contact ghehcc@umcutrecht.nl for any course-related questions.

GHEHCC full teaching team:

In the table below, you will notice that the Twitter handles are listed for lectures who are active on Twitter. There is a vibrant #GlobalHealth community of scientists, policy makers and practitioners on Twitter – a strong recommendation if you're interested in keeping apprised of current discussions and new insights!

Dr Joyce Browne	Assistant Professor Global Health, UMC Utrecht	https://www.umcutrecht.nl/en/research/researchers/browne-joyce-jl Twitter: @JoyceBrowne
Dr George Downward	Assistant Professor Global Health, UMC Utrecht	https://www.uu.nl/medewerkers/GSDownward Twitter: @GeorgeDownward
Drs Camilla Alay Llamas	Project Manager and Teaching Fellow, UMC Utrecht	https://nl.linkedin.com/in/camilla-alay-llamas-aa21b3a5 Twitter: @AlayLlamas
Drs Merel Stevens	PhD candidate public health, Erasmus MC	https://www.linkedin.com/in/merel-stevens
Dr Judith van de Kamp	Teaching Fellow Global Health, UMC Utrecht	https://www.umcutrecht.nl/en/research/researchers/van-de-kamp-judith-j Twitter: @JudithvdKamp
Drs Fleur Hierink	PhD candidate Geohealth, Univesité de Geneve	Twitter: @FleurHierink
Dr. Ramon Lorenzo Guinto	Associate Professor Global Health, St. Luke's Medical Center, Manila Philippines Chief Planetary Health Scientist and Co-founder of Sunway Centre for Planetary Health in Kuala Lumpur, Malaysia	https://www.linkedin.com/in/renzoguinto Twitter: @RenzoGuinto

Dr. Myrthe Frissen	Resident environmental medicine at Netherlands School of Public Health	Twitter: @MyrtheFrissen https://www.linkedin.com/in/myrthefrissen
Drs. Marlies Hesselman	Lecturer International Law, PhD researcher	M.M.E. (Marlies) Hesselman, LL.M How to find us Find a member of staff University of Groningen (rug.nl) Marlies Hesselman LinkedIn
Dr. Sayed Mohammad Nazim Uddin	Associate Professor of Environmental Sciences and Head of Science and Math Faculty at the Asian University for Women (AUW)	https://bd.linkedin.com/in/sayed-mohammad-nazim-uddin-1a6141a0
Dr. Brittney Mengistu	Postdoctoral researcher and lecturer at Vrije Universiteit Amsterdam	https://nl.linkedin.com/in/brittneymengistu https://research.vu.nl/en/persons/brittney-mengistu
Dr. Julie Fraser	Assistant Professor with the Netherlands Institute of Human Rights (SIM) and the Montaigne Centre at Utrecht University	https://www.uu.nl/medewerkers/JAfraser
Dr. Remco van den Pas	Academic Coordinator, Maastricht Centre for Global Health Interdisciplinary Centre for Global Health Research, Maastricht University	https://www.maastrichtuniversity.nl/r.vandepas/research

5. Course commission

n/a

6. Electronic learning environment

You will find an electronic version of this syllabus in the electronic learning environment of this course. During the course, the rubric “announcements” will be used for short announcements of organizational nature. In addition, group domains will be created that can be utilized by working groups, such as for posting summaries and related discussions.

7. Work schedule and working methods

Set up of the classes: interactive lectures and working groups

The classes will consist of interactive lectures provided by course coordinators and guest lecturers. Lectures will be followed by smaller scale seminars (working groups). Students are expected to complete their weekly readings and/or assignments before the class and actively contribute to the discussions. Please note that this course does not use all timeslots available for classes, and this should support the preparation for each class.

In addition to the plenary lectures, there will be smaller seminar/working group sessions with 10 to 15 students. You have been placed into one of five working groups, and you can find the groups on Blackboard under ‘Course content’.

The working groups will be facilitated by one of our GHEHCC teachers. You will have the same teacher for the duration of the course. Some of the assignments you will work on during the seminars are in small groups of 2-4 students. It is up to you to create groups for these

assignments.

Each working group will start with a 5 minute 'newsflash', energizer (e.g. TikTok-like dance, or a yoga move), quiz or whatever you think is a good and fun way to start the session. You will prepare this in pairs according to a pre-assigned schedule. Feel encouraged to use your creativity and imagination!

Each lecture and working group will also have readings and/or preparations required ahead of time. Please be mindful of these requirements and come to class well-prepared. We anticipate an overall workload of 18 to 20 hours per week, of which half will be lectures & workgroups with the other half self-study and work on the group project.

English

This course will be taught in English, including all lectures, working groups and assignments. We realize that the level of familiarity with English will differ among students in this course. Please realize: while a lot of your professional career as a doctor will be in Dutch, you will be regularly working in English as well, for example when you read or write a scientific article or attend an international symposium or conference. Additionally, your bachelor and master thesis will be in English, and this course is one of the few that actually allow you to practice this in the medical curriculum!

Therefore, we would like to offer some suggestions to support the learning:

- Except for native speakers like George Downward, we all have/had to learn to speak English within an academic context. By default, learning means you will make mistakes once a while, and this is an opportunity to learn. As you will notice: this is also the case for teachers and staff who are not native speakers. Therefore, we would like to ask everyone to be patient and respectful with one another if this occurs, and to encourage people to try and/or help out.
- If you do not know a certain phrase in English, please help each other out! If you prefer not to speak but are comfortable in typing: please feel free to use the chat (for online classes) or approach the lecturer after class for your questions.

Office Hours

The course coordinators, Dr George Downward, Dr Joyce Browne and Drs. Alay Llamas will be available **half an hour before each lecture** is scheduled to begin to discuss any questions you may have about the course. Please send us an email at GHEHCCcourse@umcutrecht.nl to indicate whether you would like to speak to us during our office hours (include the date and time). We would appreciate it if you used the opportunity to join us for the office hour and cluster your questions. Our office hours will be accessible to everyone at the same time. If you prefer to discuss a (personal) question individually, please let us or your working group supervisor know by e-mail and/or we can plan a meeting.

This sentence is to check if you read the syllabus. If you read this sentence: please send an email with a picture of your favorite animal to Joyce, George or Alay before the first class of the course on Friday. Please include your address to receive a small token of appreciation for reading the syllabus!

Tips for online education

Before the webinar starts:

- Try to join at least 5 mins before the start of class to allow time to set up and a timely start of the class.
- Ensure you have access to a laptop/computer, your phone (since some lecturers are incorporating online elements (e.g. kahoot/Wooclap) into their presentation), and a good Internet connection.
- Online classes will primarily occur on Microsoft Teams. If an alternative program is needed (e.g. Zoom) we will inform you ahead of time.

- Use your full name as your username. If for privacy reasons you prefer not to, please notify your work group teacher so this can be manually corrected.

During the webinar:

- Please 'mute' yourselves if you are not speaking so that we can minimize background noise
- If you want to ask the lecturer any questions, there are two ways to do that:
 - Live Chat: can be private (only with a specific person in the webinar), or public (open to everyone).
If you have any technical problems during the webinar, please use Live Chat with one of the course coordinators or Teaching Assistants (TA) so that we can help you without interrupting the session.
 - Raise your hand (so make sure your camera is on).
 - Interrupt the lecturer on an appropriate moment (e.g. when it is asked if there are questions, or before a lecturer turns to another topic).
- We would strongly like to encourage you to turn your video on during lectures: this is much more pleasant for the lecturer (rather than staring at black boxes with white names) and supports interaction. During the small work group sessions, it is especially helpful to turn your camera on.
- The course staff will moderate the chat and if questions are raised invite the student who asked the question to speak.

Hopefully it will all run smoothly! Remember, please be patient with each lecturer as the online format still sometimes requires adjustment. If you have any questions or feedback, please don't hesitate to contact us.

Tips for face-to-face education

- Come on time. The attendance will be checked
- Please keep your phones silent, and we would appreciate if you minimized the use of laptops.
- We strongly encourage your participation!

It is important that both parties, students and teachers, make an effort and take responsibility. Only then a fruitful, interactive learning environment can arise. As a student, you are expected to engage in self-study and to contribute actively, especially during small-scale group education!

8. Attendance obligation and obligation to perform to the best of one's ability

In accordance with the OER and examination regulations, the following rules apply to attendance and obligation to perform to the best of one's ability for all elective courses:

- *All students are expected to participate actively in the course for which they are registered.*
- *In the event of inadequate preparation or presence, (further) participation in the meeting will be denied.*
- *All meetings in the elective courses fall under the 80% attendance obligation.*
- *Attendance will be tested by means of attendance records.*
- *In the event of qualitatively or quantitatively inadequate participation, the course coordinator may exclude students from further participation in the course or part of it. Qualitatively inadequate participation includes repeated unprepared participation, not contributing to group discussions, repeatedly being late, and other behaviors that disrupt the group process. Quantitatively inadequate participation means that the student is present at less than 80% of the contact hours.*
- *Exclusion or premature discontinuation of a course means that the study result in OSIRIS will be shown as NVD (not satisfied).*
- *Only in the case that non-compliance with the abovementioned obligations is caused by*

extenuating circumstances, as judged by the study advisor, the course coordinator will enable the student to fulfill the obligations through a compensatory assignment.

In addition to these general agreements and rules, a number of behavioral guidelines for online education have been drafted:

- *Cameras of both students and teachers are on during small-scale education.*
- *During the working groups, students have an active attitude and participate actively.*
- *Students compose themselves as they would in physical small-scale education.*

With these rules, we hope to foster the interaction between students and teachers, so that everyone can continue to enjoy teaching and learning.

Absence policy: please inform us in time (= before class)

Attendance for this course is mandatory and students are expected to come on time. Please inform your work group teacher if you will be absent from lectures or your working group, and CC GHEHCCcourse@umcutrecht.nl before class.

If students exceed >20% absences, they will not be able to complete the course and will need to discuss this with the course instructors. As this course has invited many external speakers, we do expect students to make an exceptional effort to be present and on time.

1i. Study materials

Reading materials will consist of book chapters and articles from academic journals and media. Please make sure you order this book in time, and please consider purchasing this from a local book store. In addition to the readings available in the syllabus, additional readings may be made available at least one week before the class.

9. Testing

For general provision surrounding testing, please see the Education and Examination Regulations and the Regulations of the Board of Examiners at: <http://students.uu.nl/gnk-b/regelingen>

With this course, you can obtain 7,5 ECTS to count towards the optional course profile of the bachelor. To pass this course, the final mark must be at least 5,5 and one must comply with the attendance obligation and obligation to perform to the best of one's ability (see above).

Grading

The final assessment of an elective course is based on a number of test modules.

In weighting the modules, a minimum of 50% of the final mark must be based on individual work (one or more written products and/or written or oral examinations).

The test modules and the weighting factor per module for this course are indicated in the table below. The final mark equals the weighted average of all test modules, provided that all test modules were completed with a grade of at least 5. In case one of these conditions is not met, the final mark can be no higher than a 5 and will be lower than 5 when the weighted average is lower.

Table x Weighting test modules for the final mark of this elective course

TEST MODULES	WEIGHTING FACTOR
Group products	
<ul style="list-style-type: none"> Group presentation group assignment 	30%
Individual products or tests	
<ul style="list-style-type: none"> Individual essay Written knowledge and insight test (week 10, 'Take home exam') 	30% 40%

* A conditional assignment must receive a minimum grade of V to be given a final mark.

Re-sit

For the test modules that consist of a **group product**, students that obtain a grade lower than 5 will have one opportunity to **adjust their grade to a 5,5 (sufficient)** by adapting the group product or by carrying out an additional assignment.

For the individual test modules, when the final mark is lower than a 5,5 but not lower than a 4, a student has the right to a re-sit of the insufficient individual test module (see next paragraph).

9.1. Group project and presentation

These projects allow you to apply academic knowledge and skills obtained during the course and from other courses to solve a health challenge from a low- or middle-income country (LMIC) or vulnerable group in a high-income country (HIC). The objective of this project is to provide you with skills to analyze the health status and the impact of environmental health and climate change using available data.

Each group project should:

- Assess the health status of a population of a specific low- or middle-income country (e.g. 'people in Nigeria', or a subpopulation, e.g. 'adolescent girls in North-Nigeria', 'male sex workers in Thailand', 'children of low socio-economic backgrounds in Suriname'), or a vulnerable group in a high-income country (e.g. indigenous population in Canada, low literacy group in the Netherlands).
- Your presentation should consist of the following:
 - assessment of the burden of disease and determinants for a population you choose
 - discuss the contribution of environmental exposures and climate change on health and disease
 - identify interventions to improve health outcomes affected by environmental exposures and climate change for this population/group.
- More to consider:
 - In this assignment, epidemiological/quantitative data should be brought together with qualitative data. You will critically analyze the health status of a specific population, using the tools learnt during the course and resources that are available for gathering data on the population's health status.
 - For intervention strategies: consider both quantitative (i.e. was there a study conducted where healthcare outcome impact was evaluated?) and qualitative aspects (what were the views of those involved in the intervention, what were

barriers/opportunities for implementation?). Consider what you would recommend as 'next steps' based on interventions you identified,

Each group will consist of 3 students. Groups should choose a research topic in consultation with the work group facilitators, which must be discussed and decided upon by the group by week 4 at the latest. At this point each group must submit a one-page project proposal. This proposal should briefly present the main topic (300 - 400 words, bullet points are encouraged), its relevance, preliminary ideas of environmental exposures of interest, one possible intervention and at least 2 relevant references to articles from the scientific literature. The proposal will not be graded, but the feedback can be beneficial for your project. During the working group on **May 17th (Wednesday)** you will pitch your project and provide and receive feedback.

The presentations will be held in **week 7** in your working groups.

Each group is expected to give a 15 min presentation, followed by 10 min of discussion and Q&A on their project and its findings. Please prepare some discussion questions to engage your work group. Everyone should actively contribute in the presentations and/or Q&A session afterwards.

The rubric that will be used to evaluate your presentation is available in Annex I. The presentation must be uploaded on BB on the day of the presentation.

9.2. Individual essay

Individually, you will write a paper on an aspect of the final group project you want to explore further, which is due by **June 22, Wednesday, 18.00 of week 9**.

This essay should be structured as follows:

- Introduction/background: in which you introduce the topic, relevance and state the aim or research question of your essay.
- Body: in which you answer your aim/research question pulling in relevant resources and arguments.
- Conclusion: in which you summarize and conclude your essay

Students will have to draw from at least three relevant academic articles that were not part of the course readings. The essay should not exceed the 2000 ($\pm 10\%$) word limit. The essay should be submitted on Blackboard as a word document, titled "Final essay [SolisID]". The essay itself should also only contain the SolisID number, and no name.

Useful websites for group project and individual essay:

- Global Burden of Data and Disease reports: Institute for Health Metrics and Evaluation Global Burden of Disease database
<http://www.healthmetricsandevaluation.org/gbd/country-profiles>
- WHO country profiles, e.g.:
http://www.who.int/violence_injury_prevention/road_safety_status/country_profiles/en/
- UN SDGs progress reports up to 2019:
<https://unstats.un.org/sdgs/files/report/2017/TheSustainableDevelopmentGoalsReport2017.pdf>

Feedback on your essay ideas can be provided if you provide a short outline (max 1 a4) of your essay, including main research question/aim, structure, and general arguments by **Week 6 (June 1)**. We will provide comments and feedback by the Wednesday in **week 8**.

As we know writing essays is not very common within the medical school courses. Please consider

using these resources for writing an essay:

- Tips and tricks about how to approach the process of writing an essay: <https://students.uu.nl/en/student-life/workshops-skills-lab/writing-tutoring/tips-for-academic-writing>
- Tips to search for literature: <https://www.uu.nl/en/university-library/searching-for-literature>
- To get feedback on your writing (!! Highly recommended!!): <https://students.uu.nl/en/student-life/workshops/improve-your-writing-skills/skills-lab-writing-centre>
- How to reference properly: <https://www.uu.nl/en/university-library/advice-support-for/students/responsible-use-of-scientific-sources>
 - And trust us when we say using a reference manager is a live hack that can save you hours (see section. Useful tips)!

The essay will be graded following the rubric in Annex II.

9.3. Take home exam

A take home exam will be given on **Wednesday June 22** and will cover the content of the course up to the end of week 9.

In your answers, please be mindful of the word limit (indicated for each question) and include references where appropriate (see tips & tricks for essay writing).

The take home exam needs to be submitted by **Wednesday June 29, by 22:00**, anonymous with only student ID through Blackboard. Collaboration is allowed, but please mind the automatic plagiarism check and ensure individual answers.

10. Re-sit

When a student has an insufficient final mark (<5,5) and when the final mark is not lower than a 4, the student has a right to a re-sit to obtain a sufficient mark within the same academic year (which ends on September 1st).

During the re-sit, the student will have the opportunity to improve their grade for one or more individual test modules.

The student is expected to seek contact with the coordinator of the course and should indicate which test module(s) that were marked as insufficient they would like to re-sit to improve their final mark.

A re-sit can be an individual test or an individual product (for example, an essay) and should be comparable to the test module(s) it replaces, in terms of both form and weight.

The re-sit must take place before or on the indicated re-sit date in August.

After this date, the opportunity to do a re-sit expires.

The final mark after a re-sit consists of the weighted average of all test modules, in which the grade of the re-sat module replaces the previous grade for that module.

A student who does not have the opportunity for a re-sit or who obtains an insufficient grade after the re-sit (<5,5) must follow the entire elective course again in the following academic year and comply with all obligations for attendance and testing.

11. Credit load table

Table credit load elective course Global Health, Environmental Health and Climate Change 2021 – 2022

	Total	Contact hours	Group assignment	Self-study	Test
Week 1	20	8	2	10	
Week 2	20	8	4	8	
Week 3	20	8	6	6	
Week 4	20	8	4	8	
Week 5	20	8	4	8	
Week 6	20	8	4	8	
Week 7	20	8	4	8	
Week 8	20	8	4	8	
Week 9	20	8	4	8	
Week 10	20	8	0	9	3
	200				

ECTS = 28 hours of study (SBU); 1 elective course = 7,5 ECTS = 200 SBU

Do you want tips on studying efficiently?

Do you ever struggle to separate primary from secondary issues or do you spend the whole night before an exam studying until deep into the night? Would you like to change this, but are you not sure how?

You can turn to your tutor or study advisor. In addition, you can find a lot of information and trainings/workshops at the Skillslab of the UU: <https://students.uu.nl/naast-de-studie/trainingen>

Confidant

For students who experience inappropriate behaviors during their studies or internships, it is important that they have the opportunity to discuss this in a confidential manner. Inappropriate behaviors include 'everything in the dealing and communication that feels undesirable/hurtful and that aims to or results in you no longer feeling safe in your education, during the internships, or in private spheres'. Examples include (sexual) intimidation, aggression and violence, bullying, and discrimination.

You can contact the following people about these matters:

- The study advisors: adviseurs@umcutrecht.nl;
- At UMCU (for students as well): Bureau Ombuds- en Vertrouwenszaken, telephone: 088-7558620, e-mail ombudsenvertrouwenszaken@umcutrecht.nl – also for matters related to (academic) integrity;
- At the university: miss Jeanette van Rees: j.vanrees@uu.nl, confidant for all UU-students.

The handbook Quality and Safety contains more detailed information about the possibilities in such situations.

12. Evaluation and quality of the education

The Bachelor of Medicine carries out a written evaluation after each course. Students are asked to participate. The evaluations are anonymous and are conducted after the final test.

The evaluation results contribute to the careful quality protection of the educational program and to the improvement of the program.

If you have any comments or suggestions during the course, you can always go to the course coordinator or bachelor representative.

Once every six months, the results of the evaluations are posted on the Blackboard community UMCU GNK Course evaluations and brief feedback based on these evaluations is shared.

13. Occupational health, safety and environment

During the Bachelor of Medicine, you are exposed to risks. The most important rules related to occupational health, safety, and environment for yourself, the patient, and the environment are described in the Handbook Quality & Safety. Here you will also find the behavioral guidelines to prevent risks and how to act in case of incidents. You can download the Quality & Safety handbook via this link: <http://students.uu.nl/gnk/handboek-KV>

There are no special risks in the course **Global Health, Environmental Health, and Climate Change**. Where extra attention is needed for certain actions, this is mentioned in the syllabus.

14. Useful tips:

- Within the biomedical field, PubMed is a common search engine for academic literature.
- The UU library has helpful tips how to set up your search strategy (this is for clinical questions, but the principles can be applied to other questions too: http://libguides.library.uu.nl/clinical_questions)
- For referencing: please install Mendeley on your computer for reference management and download the Word Plugin for easy referencing. Correct references can be imported directly from PubMed. Systematic referencing using this program will save you (and us) a lot of time and allows you to focus on what matters most: the content.
- For your essays: please use the Lancet-style references for instructions (superscript numbers 1, 2, 3 –n), no names + dates). For more information: <https://www.thelancet.com/lancet/about>

15. Privacy

The lectures may be recorded to make these available through Blackboard to other students or used in other educational activities of the UMCU course coordinators. Your smaller group sessions (working groups/seminars) will not be recorded.

The recordings will only be used for education purposes. The recording will be of the lecturer and his/her shared screen. Your name and/or video may be visible too if you ask a question, or if the view is set at 'gallery' during the discussion when no screened is shared anymore. Following UMC Utrecht's privacy regulations, we would like to ask you to provide consent for your inclusion into these recordings in advance, as we cannot predict whether your name or video will be visible in the recordings. The consent form will be available on Blackboard. Please send it to your work group facilitator after you have completed it.

Please note: Zoom allows for the possibility to dial in anonymously by changing your name and not switching on your camera. If you do not want to give your consent for your name or video to be part of the lecture recording, please use this option when joining the call.

16. More Global Health

The UMC Global Health & Tropical Medicine course

For those interested, students will also have the opportunity to attend the Global Health & Tropical Medicine evening lectures that are held at the UMC every second Wednesday of the month from 19:00 - 21:00 on Zoom.

You can attend individual evenings or the full course. If you would like to attend the full course, please register on Osiris with course code GNME00116. You receive a certificate of completion of this course upon attending at least 8 evenings and by submitting an essay. More information is available here: <https://students.uu.nl/gnk/geneeskunde-m/onderwijs/studeren-in-het->

buitenland/global-health

Week	WEDNESDAY			FRIDAY		
	Topic	Lecturer	Format	Topic	Lecturer	Format
1	27 April Koningsdag		No Classes	29 April Introduction to the course, Introduction Global Health + the SDGs	George Downward Joyce Browne Alay Llamas	Face to face
				*Room: 09:30 to 10:45 BOL - 3.130 11:00 to 12:45 AZU - CLZ-3 (Groene collegzaal)		
2	4 May Social determinants of health & health equity	(Joyce Browne), George Downward Alay Llamas	Face to face	6 May Introduction Environmental Health	George Downward, Joyce Browne Alay Llamas	Face to face
	Room: 13:30 to 15:00 Plenary BOL - 2.124 15:15 to 16:45 WG 1 BOL 1/152 WG 2 BOL 1.202			Room: 09:30 to 11:00 Plenary AZU - BLAUW (270 - 53) 11:15 to 12:45 WG 1 BOL 0.202 WG 2 BOL 1.132		
3	11 May Introduction to Planetary Health	Myrthe Frissen	Face to face	13 May The Exposome	George Downward	Face to face
	Room: 13:30 to 15:00 Plenary BOL - 2.124 15:15 to 16:45 WG 1 BOL 2.050 WG 2 BOL 3.140			Room: 09:30 to 11:00 Plenary BOL - 1.138 11:15 to 12:45 WG 1 Blauwe collegzaal WG 2 Blauwe collegzaal		
4	18 May Gender and environmental health	Alay Llamas	Face to face	20 May Practical application of gender inclusive programs in environmental health	Nazim Uddin	Online
	Room: Locke D – University College Utrecht (Campusplein 1)			Room: Locke D – University College Utrecht (Campusplein 1)		
Group project pitches, submission of 1-page			*this class is online but there is a room available, so students			

	proposal for group project			can attend in hybrid form		
5	25 May Interdisciplinary lenses on GHEHCC: Global Health ethics	Brittney Mengistu	Face to face	Friday 27 May Hemelvaart		No Classes
	Room: 13:30 to 15:00 Plenary BOL - 2.050 15:15 to 16:45 WG 1 BOL 2.130 WG 2 BOL 3.112					
6	1 June Climate change theory	George Downward	Face to face	3 June Climate change practical	Fleur Hierjnk	Face to face
	Room: Newton D – University College Utrecht (Building behind/next to Locke)			Room: Newton D – University College Utrecht (Building behind/next to Locke)		
	Essay outline due					
7	8 June Energy poverty & rights	Marlies Hessman	Face to face	10 June Human rights – theory	Julie Fraser	Face to face
	Room: 13:30 to 15:00 Plenary BOL – 2.050 15:15 to 16:45 WG 1 BOL 2.130 WG 2 BOL 3.112			Room: 09:30 to 11:00 Plenary BOL – 3.130 11:15 to 12:45 WG 1 Gele collegezaal WG 2 BOL 2.059		
				Group project presentations		
8	15 June Anthropology + power of narratives	Judith van de Kamp	Face to face	17 June Part 1: Sustainable Healthcare in HICs Part 2: Workshop: Individual and collective roles in planetary health	Marloes Frijters Egid Van Bree and Juliette Mattijsen	Face to face

	Room: 13:30 to 15:00 Plenary BOL - 2.130 15:15 to 16:45 WG 1 BOL 2.138 WG 2 BOL 2.140			Room: 09:30 to 11:00 Plenary BOL – 3.124 11:15 to 12:45 WG 1 BOL 2.130 WG 2 BOL 3.140		
9	22 June Health system resilience and Sustainable Healthcare in LMICs	Renzo Guinto	Face to face	24 June Governance in global health and environmental health	Remco van den Pas	Face to face
	Room: Newton D – University College Utrecht (Building behind/next to Locke)			Room: Newton D – University College Utrecht (Building behind/next to Locke)		
	Essays Due Take home exam given out					
10	29 June Practicing medicine globally: intercultural collaboration, power dynamics and privilege	Judith van de Kamp	Face to face	1 July Welcome to Sodom reflection Course wrap up	Joyce Browne, George Downward, Alay Llamas	Face to face
	Room: 13:30 to 15:00 Plenary BOL 3.112 15:15 to 16:45 WG 1 BOL 2.116 WG 2 BOL 2.124			Room: 09:30 to 12:45 Plenary BOL 1.023 *workgroups room to follow (can be outside if weather is good!)		
	Take-home exam (THE) deadline: 29 June, 22.00			Plenary: 10:45 – 11:45 Course wrap-up: 12.00 – 12.30		

DETAILED COURSE ACTIVITIES

Date	29 April, Week 1
LECTURER	Dr. Joyce Browne, Dr. George Downward, Drs. Alay Llamas
ABOUT	In this session we will introduce the main principles of Global Health and Sustainable Development Goals
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Define health, public health and global health and describe major concepts in global health • Describe the major global health issues related to SDG3 • Describe the various SDG goals and explore how these relate to the targets and indicators of SDG3. • Identify approaches to realize these targets over the next years until 2030 (the SDGs deadline)
STUDY MATERIALS	<p>READ before class:</p> <ul style="list-style-type: none"> • GH101, Chapter 1: The Principles and Goals of Global Health, pp 3-18 [available on BB] • Learn about the different SDGs: UN documents on SDGs: https://sustainabledevelopment.un.org/sdgs • Sustainable Development Goals: Executive Summary, Introduction, 1 goal of your choosing, and Discussion. https://sustainabledevelopment.un.org/content/documents/12067Understanding%20and%20mapping%20important%20interactions%20among%20SDGs.pdf • Resources for working group – Preparation is needed before this working group session (please see instructions below) <ul style="list-style-type: none"> • Targets & indicators and progress reports (2016-2019): https://sustainabledevelopment.un.org/sdg3 • Any other resource you think are helpful as background for your infographic (academic journal articles, reports) • The following websites may be helpful to create an infographic: Infographic templates: https://piktochart.com/ ; http://vizualize.me/ Icons: www.thenounproject.com ; https://infogr.am/ ; https://www.canva.com/
WORKING GROUPS	<p>PART 1 (30 minutes) Introductions</p> <p>PART 2 (1 hour): MAKE AN INFOGRAPHIC</p> <p><i>SDG 3 targets 1-9 have been divided among members of your working group. You can find your groups on Blackboard under 'Content'/'Week 1'.</i></p> <p>Come to this working group session prepared by:</p> <ul style="list-style-type: none"> • Having read up on your SDG3 target (see resources) and; • have a general idea on what to include in your infographic • You will be given 30 minutes (including break) to create an infographic (using the suggested tools found in the study materials) • After 30 minutes, you will be asked to present <i>briefly</i> • After class, submit your infographic through blackboard (please remember to include your names on the infographic) <p>TIPS: Your infographic can cover:</p> <ul style="list-style-type: none"> • Summary of the targets and indicators of your SDG3 target • Illustration of the global progress on your SDG3 target • Key challenges or opportunities with your SDG3 target • Case study of how this SDG3 target affects a particular individual or country.

DATE	4 May, Week 2
LECTURER	Dr. Joyce Browne, Dr. George Downward, Drs. Alay Llamas
ABOUT	In this session we will delve deeper into major concepts of Global Health: Social Determinants of Health and Health Equity
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Discuss social determinants and concept of inequities and how they influence health • Understand what equity and equality means • Understand how social economic position are operationalized • Discuss the commercial determinants of health and how they influence health • Discuss interventions that consider social determinants and reduce inequity
STUDY MATERIALS	<p><u>READ before class:</u></p> <ul style="list-style-type: none"> • Executive summary of “Closing the gap in a generation”, WHO commission on Social Determinants of Health’s Final Report (http://www.who.int/social_determinants/thecommission/finalreport/en/) • Chapter 1: Introduction and Conceptual Framework and Chapter 6: Conclusion of ‘Just Societies: Health Equity and Dignified Lives. Report of the Commission of the Pan American Health Organization on Equity and Health Inequalities in the Americas’ (http://iris.paho.org/xmlui/handle/123456789/51571) <p>Additional reading materials:</p> <ul style="list-style-type: none"> • https://www.theguardian.com/commentisfree/2020/feb/25/the-guardian-view-on-inequality-and-health-a-matter-of-life-and-death • https://www.theguardian.com/australia-news/2019/may/14/inequality-and-climate-change-the-perfect-storm-threatening-the-health-of-australias-poorest
WORKING GROUPS	<p>The WHO organizes the ‘Health 4 All Film Festival’. One of the 2021 theme’s is ‘Better Health and Wellbeing’, which includes films about environmental and social determinants of health, such as nutrition, sanitation, pollution, gender, and/or health promotion or health education.</p> <p>The list of films in this category is available here: https://www.youtube.com/playlist?list=PL9S6xGsoqIBV8fJkIkQrBdM7hM4aUcCYz</p> <p>During your working group:</p> <ul style="list-style-type: none"> • Divide the films and watch at least two of them individually. Make sure you together cover all of the films. • You have 30 minutes to watch your assigned film and answer for yourself the following reflective question: <ol style="list-style-type: none"> 1. What do you consider the main message of this film? 2. To which SDGs does this film link? 3. What are questions, thoughts, reflections that this film prompt for you 4. Would I recommend my group mates to watch this film too? (no = an option!) 5. NB: consider leaving a short message on YouTube! • Resume in your workgroup and decide which 2-3 films you would like to watch together and discuss (30 minutes) <ol style="list-style-type: none"> 1. Using the Dahlgren and Whitehead rainbow model, what social determinants of health do you observe in the 2-3 films you have chosen to watch together? • The last part of the working group will be devoted to discussions about the films.

DATE	6 May, Week 2
LECTURER	Dr. Joyce Browne, Dr. George Downward, Drs. Alay Llamas
ABOUT	In this session we will look at the principles of environmental health.
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Describe the major concepts in environmental health • Describe methods used to measure the environment and its effect on health • Define commonly used terms and measures in environmental health
STUDY MATERIALS	<p>READ before class:</p> <ul style="list-style-type: none"> • https://www.who.int/health-topics/air-pollution • https://www.who.int/water_sanitation_health/en/ • https://www.who.int/topics/occupational_health/en/ • Summary: Global burden of 87 risk factors in 204 countries and territories, 1990–2019: a systematic analysis for the Global Burden of Disease Study 2019; https://doi.org/10.1016/S0140-6736(20)30752-2
WORKING GROUPS	<p>Come to this working group session prepared by:</p> <ul style="list-style-type: none"> • Preparing one quiz question for each of the four topics related to environmental health and based on the readings: indoor air pollution, outdoor air pollution, water and sanitation, and occupational health. <p>During your working group:</p> <ul style="list-style-type: none"> • At the start of the working group session: You will split into four groups and will be assigned one of the four topics to each group. • In these groups: develop 5 quiz questions with answers and an explanation how you got to this answer related to this topic. This should be based on the questions you prepared, and at least one new question prompted through the lecture. The quiz questions should be multiple choice (at least 2 answer options). • Email your questions to your workgroup teacher, who will combine the answers into a full quiz

DATE	11 May, Week 3
LECTURER	Dr. Myrthe Frissen
ABOUT	In this session we will look at the principles of planetary health – how does this concept relate to environmental health?
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Describe the major concepts in Planetary Health • Apply a planetary health lens in global challenges • Understand the urgency, scale, and complexity of interactions between environmental health, socioeconomic factors, political and cultural context that shape specific challenges to and potential solutions for sustainable human health outcomes
STUDY MATERIALS	<p>READ before class:</p> <ul style="list-style-type: none"> • Read Executive Summary and Introduction (Page 1973 to 1979) - The Lancet Commission on Planetary Health. Safeguarding human health in the Anthropocene epoch: report of The Rockefeller Foundation–Lancet Commission on planetary health. https://www.thelancet.com/action/showPdf?pii=S0140-6736%2815%2960901-1 • Read on the infographic: https://www.thelancet.com/infographics/planetary-health
WORKING GROUPS	<p>Today's working group will be performed using families from Dollar Street: https://www.gapminder.org/dollar-street. Divide your working group into three smaller groups. Each group will be assigned (or assign amongst themselves) one of the four regions.</p> <p>Small group work: 60 mins</p> <p>Within your assigned region select three families – one from the poorest end of the street, one from the richest, and one from the middle. Using the information each family provides create short presentations (approx. 5-6 slides) introducing your families and describing the following:</p> <ul style="list-style-type: none"> • What major environmental challenges do your families face • What SDG (apart from #3) do you think is most important for each of your families and why? • What social, personal, or political resources or challenges are present for each family? • What feature from today's lecture on planetary health is the most important for each family and why? <p>In the full workgroup: 30 mins</p> <p>Each small group will present their families. Try to spend no more than 5 or 6 minutes on each presentation to allow each group time to present. After all groups have presented spend the remaining time discussing the following:</p> <ul style="list-style-type: none"> • What similarities and differences did you see between the regions? • How about between the different families? Did the wealth of the families impact their challenges and opportunities? • How does a planetary health viewpoint help you evaluate your families' well being and needs?

DATE	13 May, Week 3
LECTURER	Dr. George Downward
ABOUT	In this session we will look at the principles of planetary health – how does this concept relate to environmental health?
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Describe the exposome concept • Describe the major environments contributing to the exposome • Define the internal and external exposome
STUDY MATERIALS	<p><u>READ before class:</u></p> <ul style="list-style-type: none"> • Vermeulen R, Schymanski EL, Barabási AL, Miller GW. The exposome and health: Where chemistry meets biology. Science. 2020;367(6476):392-396. doi: 10.1126/science.aay3164 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7227413/
WORKING GROUPS	Quiz from Working group (May 6)

DATE	18 May, Week 4
LECTURER	Drs. Alay Llamas
ABOUT	This week will be the first of our “interdisciplinary lenses” weeks, in which we will discuss gender and its importance in environmental health
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Describe the importance of gender equality and the main goal and targets of SDG 5 • Discuss how gender equality related to climate affect health outcomes (good health and wellbeing - SDG 3) • Explain health (in)equality and health (in)equity related to gender, environment, and climate
STUDY MATERIALS	<p>READ before class:</p> <ul style="list-style-type: none"> • World Health Organization: Gender, Climate change and Health Please read Page 9 to 15 and Table 1 (Page 29 to 30) http://apps.who.int/iris/bitstream/handle/10665/144781/9789241508186_eng.pdf;jsessionid=834DC2F9680AAAA156DE3FFC0D204217?sequence=1 • van Daalen, K; Jung, L; Dhatt, R; <i>Climate change and gender-based health disparities</i> https://www.thelancet.com/action/showPdf?pii=S2542-5196%2820%2930001-2 • <u>Watch this video:</u> Climate change is not gender neutral https://www.youtube.com/watch?v=kuiaXcRSaG <p><u>And, if you want more information:</u></p> <ul style="list-style-type: none"> • Hawkes S. and Buse K. <i>Gender and global health: evidence, policy, and inconvenient truths</i>. Lancet. 381(2013)1783-1787 https://www.thelancet.com/journals/lancet/article/PIIS0140-6736(13)60253-6/fulltext
WORKING GROUPS	<p>Time set aside for development of group projects.</p> <p>Come to this working group session prepared</p> <p>Before the working group:</p> <ul style="list-style-type: none"> • Read the assignment about the final group project on page 10, 9.1 Group project and presentation’ • Have a general idea of what you want to include in your group project, which you will then individually discuss during your work group <p>During the working group:</p> <ul style="list-style-type: none"> • Discuss with your group mates which population and topic will you continue working on • Prepare a 1-page proposal (300 to 400 words) • Each group will give their 3-minute pitch presentation based on your one-page proposal • After, your fellow work group students will provide feedback and ideas (10 mins per group max)

DATE	20 May, Week 4
LECTURER	Dr. Sayed Mohammed Nazim Uddin
ABOUT	This week will be the first of our “interdisciplinary lenses” weeks, in which we will discuss gender and its importance in environmental health
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Discuss practical applications of gender mainstreaming in projects mitigating environmental health problems
STUDY MATERIALS	<p>READ before class:</p> <ul style="list-style-type: none"> • Pearse, R. Gender and Climate Change. WIREs Clim Change 2017, 8:e451. doi: 10.1002/wcc.451 (Available on BlackBoard) <p>Resource for working groups: Preparation is needed before this working group session (Please see instructions below)</p> <ul style="list-style-type: none"> • https://www.gendercc.net/gender-climate.html • Any other resource you think are helpful as background for your infographic (e.g. academic journal articles, UN or NGO reports, etc).
WORKING GROUPS	<p>Other questions We will be exploring the gender dimensions of climate change in different sectors</p> <p>During your working group:</p> <ul style="list-style-type: none"> • At the start of the working group session: You will split into four groups and will be assigned a topic: disasters, water and sanitation, agriculture, and energy • In your groups: <ol style="list-style-type: none"> 1. Choose one country (LMIC or HIC) to explore 2. Reflect on the gender dimensions of climate change in the sector you were assigned to by giving at least 2 examples of events/situations where gender disparities have been highlighted. For example: <i>In many places, women’s traditional role as household managers relies on biodiversity. Women’s responsibilities in relation to food and medicine, housing material and livestock are dependent on local natural resources. Women collect plants and animals to feed their families, provide medical treatment and supplement the family income. This requires specific knowledge about natural resources – for example, information about which species of plants and animals are edible, what they can be used for, how they should be prepared, and where and when to find them. Thus, women can be particularly affected when biodiversity is destabilized because of climate change.</i> 3. After giving your examples, what would be a good response to alleviate gender disparities in the sector? 4. Create a PowerPoint presentation, which will be presented at the end of the working group

DATE	25 May, Week 5
LECTURER	Brittany Mengitsu
ABOUT	In this session we will continue looking through interdisciplinary lenses: ethics
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Discuss key concepts in global health ethics • Discuss key concepts in environmental (health) ethics • Relate the major themes in global health ethics to the CIOMS guidelines for 'International Ethical Guidelines for Biomedical Research Involving Human Subjects'
STUDY MATERIALS	<p><u>READ before class:</u></p> <ul style="list-style-type: none"> • GH101, Chapter 5: Ethical and Human Rights Concerns in Global Health, pp. 95-116 <p>Working groups: Read before coming to class</p> <ul style="list-style-type: none"> • Ethics of organ selling in resource-limited settings. <ol style="list-style-type: none"> 1. Rippon S. Imposing options on people in poverty: the harm of a live donor organ market. <i>Journal of Medical Ethics</i> 2014;40:145-150 https://jme.bmj.com/content/40/3/145.full • Ethics of health systems and provision of unproven medications in emergency outbreaks: the Ebola case and corona pandemic <ol style="list-style-type: none"> 1. Cox S. To dispense or not to dispense: Lessons to be learnt from ethical challenges faced by pharmacists in the COVID-19 pandemic. <i>Dev World Bioeth.</i> 2020 Aug 25;10.1111/dewb.12284. doi: 10.1111/dewb.12284. Epub ahead of print. PMID: 32844516; PMCID: PMC7461445. https://pubmed.ncbi.nlm.nih.gov/32844516/
WORKING GROUPS	<p>Preparation is needed before this working group session: <i>You will be split into two groups per working group before 25th May</i></p> <p>Each group will prepare a PPT in 20 minutes. In this PPT you will be asked to provide arguments for and against the specific topic. Please base your arguments on the literature provided, in order for your fellow students in the other groups to get an impression of the papers/documents that you read in your group. You may use additional documents if needed, but this is not required. Students in the other groups are not expected to have read the papers/documents of the other groups. Please note that some documents are lengthy. The idea is basically to try to grasp the ethics and not to understand every (medical) detail.</p> <p>In the 2nd half of the working group you will present your for and against arguments.</p>

Date	1 June (Week 6)
LECTURER	Dr. George Downward
ABOUT	This week we will examine climate change and how we can respond to its effects.
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Describe the major concepts in climate change • Describe methods used to monitor the climate • Describe the environmental impacts of the changing climate • Describe the impact of the changing climate on human health
STUDY MATERIALS	<p><u>READ before class:</u></p> <ul style="list-style-type: none"> • World Health Organization: Climate change: https://www.who.int/health-topics/climate-change • The Lancet Countdown on health and climate change: from 25 years of inaction to a global transformation for public health: https://doi-org.proxy.library.uu.nl/10.1016/S0140-6736(17)32464-9
WORKING GROUPS	<p>Preparation is needed before this working group session</p> <p>Come to this working group session prepared by:</p> <ul style="list-style-type: none"> • Watching <u>Thank You for the Rain</u> before class, a documentary on the impact of climate change on small scale farmers in Kenya. This film will be made available through blackboard, and you can watch it with your housemates, friends, family or whomever you would like. For more info: https://thankyoufortherain.com/ • While and after watching the film, please reflect on the following questions and upload the answers on Blackboard before the start of the lecture and workgroup session: <ul style="list-style-type: none"> • In what way does ‘environmental health’ and ‘climate change’ impact health in Thank you for the Rain? • Think about the social determinants discussed in week 2, how can you connect what you saw in the film with social determinants? • Think about gender discussed in week 4: what gender-dimensions did you identify in the film? • How would you define climate justice? • Identify three questions or topics you would like to discuss or further explore in your working group. Are there any topics you are curious to hear how your fellow classmates perceived this? What their thoughts are? What they consider possible solutions? • Essay Outline is due – please see instructions in 9.2 Individual essay <p>During your working group:</p> <ul style="list-style-type: none"> • You will be asked to share your answers and will be expected to “steer” the discussion by reflecting on your peer’s answers. • 2nd part of the working group: you will be placed in groups where you will give each other feedback on your essays.

Date	3 June (Week 6)
LECTURER	Dr. Fleur Hierink
ABOUT	This week we will examine climate change and how we can respond to its effects.
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Students will be familiar with the different phases of disaster response. • Students will be able to explain how climatic and topographical information can be used to identify at-risk populations. • Students will be familiarized with geospatial methods in disaster responses. • Students will understand the different needs and phases of geographical accessibility to health care in the aftermath of a natural disaster. • Students will be able to identify key indicators to monitor accessibility to health care and understand how to use these indicators to prioritize and target interventions
STUDY MATERIALS	<p>READ before class:</p> <ul style="list-style-type: none"> • Muggy, L., & Stamm, J. L. H. (2017). Dynamic, robust models to quantify the impact of decentralization in post-disaster health care facility location decisions. <i>Operations Research for Health Care</i>, 12, 43-59. https://doi.org/10.1016/j.orhc.2017.01.002 • Hulland, E. N., Wiens, K. E., Shirude, S., Morgan, J. D., Bertozzi-Villa, A., Farag, T. H., ... & Reiner, R. C. (2019). Travel time to health facilities in areas of outbreak potential: maps for guiding local preparedness and response. <i>BMC medicine</i>, 17(1), 1-16 https://bmcmmedicine.biomedcentral.com/articles/10.1186/s12916-019-1459-6
WORKING GROUPS	<p><i>Working group assignment:</i> informed guidance of an emergency response.</p> <p>In the aftermath of a natural disaster, it is utterly important to have timely access to information on health care needs of the affected population. Humanitarian responders on the ground will need such information to make decisions and act in an informed way. Since (financial) resources are usually limited, prioritization in the allocation of resources is key. Quantifying disaster impacts can serve as a way to identify the spatial distribution of health care needs and can help in targeting the most impacted and vulnerable populations. In this exercise you will support a humanitarian organization in the different phases of a prolonged disaster response (i.e. preparedness, response, recover, mitigation). The information that you gather and discuss within your working-group will serve as a guidance for humanitarian responders on the ground and can help accelerate the distribution of limited resources effectively.</p> <p>Full description of the working group assignment will be uploaded under Course content – week 6.</p>

Date	8 June (Week 7)
LECTURER	Dr. Marlies Hessman
ABOUT	In this session we will learn about Energy Poverty and its importance in today's society
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Students will be able to explain the basic concepts of international human rights and how they relate to health • Students will understand what the concept of energy poverty entails, how it relates to the human right to electricity and health, and how this interferes with the climate crisis and mitigation policies.
STUDY MATERIALS	<p>READ before class:</p> <ul style="list-style-type: none"> • Jessel S, Sawyer S, Hernández D. Energy, Poverty, and Health in Climate Change: A Comprehensive Review of an Emerging Literature. <i>Front Public Health</i>. 2019 Dec 12;7:357. https://www.frontiersin.org/articles/10.3389/fpubh.2019.00357/full • OHCHR, Joint Communication of UN Special Procedures of the UN Human Rights Council to Serbia (23 November 2016) SRB 3/2016, here. <p>Preparatory question for the lecture:</p> <ul style="list-style-type: none"> • Read the assigned literature and 'joint communication' by a group of United Nations human rights experts sent to Serbia in 2016, in relation to the human rights effects of an electricity supply disconnection to an informal Roma community. In relation to the latter: try to assess what are the drivers of 'energy poverty' for this community? which human rights are affected? How is health affected specifically? What did you find striking? <p>Resource for working groups:</p> <ul style="list-style-type: none"> • Required literature for HIC setting <ol style="list-style-type: none"> 1. Energy poverty indicators – European Observatory. 2. Thomson H, Snell C, Bouzarovski S. Health, Well-Being and Energy Poverty in Europe: A Comparative Study of 32 European Countries. <i>Int J Environ Res Public Health</i>. 2017;14(6). • Required literature for LMIC setting <ol style="list-style-type: none"> 1. Nussbaumer P., Bazilian M., Modi V. Measuring energy poverty: Focusing on what matters. <i>Renew. Sustain. Energy Rev.</i> 2012;16:231–243. doi: 10.1016/j.rser.2011.07.150. Focus on identifying the indicators that are used whether someone is considered to live in energy poverty or not. Please note: you do not need to read the entire article to capture this main learning outcome! 2. Bridget R. Irwin, Klesta Hoxha & Karen A. Grépin (2020) Conceptualising the effect of access to electricity on health in low- and middle-income countries: A systematic review, <i>Global Public Health</i>, 15:3, 452-473, DOI: 10.1080/17441692.2019.1695873 (available on BlackBoard)

**WORKING
GROUPS**

Preparation is needed before this working group session

Come to this working group session prepared by:

- You have been assigned to either high-income country (HIC) setting or low- and middle-income country (LMIC) setting. Read the general literature and the setting-specific literature.
- Define energy poverty indicators for your setting (HIC or LMIC): what determines if someone lives in energy poverty in your setting? Define a set of indicators for HIC (in this case Europe) or LMICs.
- Define four health effects of living in energy poverty from the literature. Here you can use the references for HICs and LMICs, as they apply to both.

Stage 2: During the working group seminar:

45-60 min

You have been divided into two groups: one group focusing on energy poverty in HICs and one group on energy poverty in LMICs.

Energy poverty is a global (health) problem that does not stand on its own, but is rather embedded in a complex system. We are going to map different factors related to energy poverty, and how they are interlinked within this system.

- Within your small group: discuss how all different variables (energy poverty indicators and its health effects) are being influenced by other social determinants of health (discussed in Week 1) and the society in general (e.g. national policies, political agenda, climate change).
- From your discussion, identify 5-10 additional key factors that are linked with the indicators and health effects defined in stage 1.
- Draw a simple diagram. The diagram should contain your variables and arrows showing how each variable causes an effect, and how all different factors you identified are interlinked. You can use various online tools ([Diagram Software and Flowchart Maker](#) or [MURAL is a collaborative intelligence company | MURAL](#)) or PowerPoint.
- Go to dollar street, pick one family that best represents the situation of living in energy poverty in the geographical region you focus on (either HIC or LMICs). Include some photos in your diagram to support your visual. You can include aspects of the life of your family of choice while presenting your diagram to make it less abstract.
- Go over your diagram once again, make sure everyone understands its content and discuss who will present.

30-45 min

- Present your diagram to the other group members.
- Identify differences you observe between your diagram and the diagram of the other group. Considering the two diagrams, answer the following questions with the entire group:
 - Does energy poverty affect health differently across countries? Why?
 - What environmental factors contribute to this difference?
 - What political/societal factors contribute to this difference?
 - How will climate change mitigation measures affect energy poverty? Will it have different effects across countries? Why?

Date	10 June (Week 7)
LECTURER	Dr. Julie Fraser
ABOUT	This week we will continue looking through interdisciplinary lenses: law and human rights
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Students will be able to critically engage with interconnections between human rights and the natural environment and critique why the environment is a human rights issue. • Students will know about the latest developments concerning ‘environmental rights’ at the global, regional, and national level. • Students will understand how the human rights framework functions in an ecological stressed world. • Students will be able to analyze the content of specific human rights from an environmental perspective. • Students will understand the underlying assumptions of the human rights framework and ecological thinking and how these influence law and policy.
STUDY MATERIALS	<p>READ before class:</p> <ul style="list-style-type: none"> • Elina Pirjatanniemi, Greening Human Rights Law: A Focus on the European Convention of Human Rights in Gerhard Bos, Marcus Düwell (eds) <i>Human Rights and sustainability: Moral responsibilities for the future</i> (Routledge 2016) (available in Blackboard) • Annalisa Savaresi, “The UN HRC recognizes the right to a healthy environment and appoints a new Special Rapporteur on Human Rights and Climate Change. What does it all mean?” EJILTalk 12 October 2021: https://www.ejiltalk.org/the-un-hrc-recognizes-the-right-to-a-healthy-environment-and-appoints-a-new-special-rapporteur-on-human-rights-and-climate-change-what-does-it-all-mean/ • Australian Islanders in landmark climate fight - BBC News (15 April 2022) https://www.youtube.com/watch?v=4vcSvgJvU6E
WORKING GROUPS	<p>Preparation is needed before this working group session: Group project presentations</p> <p>Group project presentations, see explanation in the assignment section.</p>

Date	15 June (Week 8)
LECTURER	Dr. Judith van de Kamp
ABOUT	This week we will continue looking through interdisciplinary lenses: Anthropology
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Describe the science of anthropology, medical anthropology and (the new) ecological anthropology. • Identify key methods in anthropological research and its value. • Understand the importance of people's stories/perspectives when it comes to their health and the environment.
STUDY MATERIALS	<p>READ before class: You will be assigned a case study (in Blackboard)</p> <ol style="list-style-type: none"> 1. Case study A: Marind people in Indonesia & palm oil plantations Reading: Chao, S. (2019). The truth about "sustainable" palm oil. https://www.sapiens.org/culture/palm-oil-sustainable/ 2. Case study B: Ibani people in Nigeria & oil drilling by Shell Reading: Fentiman, A. (1996). The anthropology of oil: the impact of the oil industry on a fishing community in the Niger Delta. Social Justice, 23(4 (66), 87-99. https://www.jstor.org/stable/29766976?casa_token=iPaJlyHUkqEAAAAA:bEzfeFpKFs_nFgbsdJc4_nppx-MH2ThcErU-XhIE6GB7iMBqp8y8ugszUqh2elnJLImQtdZDQbsBAXPI_1UazJyAEGbuM_aQJJeonP29ewts0MIYKwush&seq=1#metadata_info_tab_contents 3. Case study C: Baka people in Congo & forest conservation Reading: Boedhihartono, A. K., Endamana, D., Ruiz-Perez, M., & Sayer, J. (2015). Landscape scenarios visualized by Baka and Aka Pygmies in the Congo Basin. International Journal of Sustainable Development & World Ecology, 22(4), 279-291. https://www.tandfonline.com/doi/full/10.1080/13504509.2015.1039094?casa_token=XtCdb89LbJ8AAAAA%3A9bHfu1Rohnbc2PcHVkChzhuMBnzFJnDJ3sRRxutFYzg9v9CPmSBeWtn0qjaRvB0-kGVPX-lgdUk6Ew
WORKING GROUPS	<p>Preparation is needed before this working group session Come to this working group session prepared by: Reading the case study assigned to you</p> <p>During the working group: Jigsaw puzzle 35 to 45 minutes: In your assigned groups, create a 15-minute presentation in which you, summarize:</p> <ul style="list-style-type: none"> • Introduction/background • Aim of the study • Methods used • Results • Discussion • Critical appraisal: any considerations you think are important to consider when you read the paper and interpret the findings? This can include discussion questions about topics raised in the paper, a quiz, a news item, a short video/mini documentary, or anything else that you think is important and/or interesting for your fellow students to consider and engage in. <p>45 to 60 minutes: You will be placed in different group, such that you will be the only part of the original group and that you should be able to present what you have created to your new group. This means that you will be the "expert" on the case study assigned to your group.</p>

Date	17 June (Week 8)
LECTURER	Marloes Frijters, Egid van Bree and Juliette Matthijssen
ABOUT	Sustainable Healthcare in HICs Workshop on Individual and Collective roles in Planetary Health
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To understand the role of health professionals in climate change initiatives • To understand the responsibility that lies with (health) professionals to promote a healthy environment
STUDY MATERIALS	<p>READ before class:</p> <ol style="list-style-type: none"> 1. Macpherson CC & Wynia M. Should health professionals speak up to reduce the health risks of climate change? <i>AMA J Ethics.</i> 2017;19(12):1202-10 (link) 2. Kreslake JM, Sarfaty M, Roser-Renouf C et al. The critical roles of health professionals in climate change prevention and preparedness. <i>Am J Public Health.</i> 2018;108(suppl.2):S68-9 (link)
WORKING GROUPS	<p>Preparation is needed before this working group session</p> <p>Planetary Health advocacy: an exploration of our (professional) role and responsibility <i>Guest workshop by Juliette Matthijssen & Egid van Bree</i></p> <p>Recent years have seen increasing youth activism for climate change worldwide, such as the Fridays for Future and School Strike for Climate movements. In the Netherlands, the national 'Klimaatmars' last year specifically featured a section of healthcare professionals for the first time, drawing attention to the health effects of climate change and the need for urgent action. Similar initiatives were seen around the United Nations Climate Summit (COP26) in Glasgow last year. One could wonder: what role do health professionals have to play in these initiatives? And underlying: what responsibility lies with (health) professionals to promote a healthy environment – now and in the future?</p> <p>Both readings are helpful to get your thinking process started in preparation for the session. Should you have major questions up front, do reach out to us via the course coordinators.</p>

Date	22 June (Week 9)
LECTURER	Dr. Renzo Guinto
ABOUT	This week we will explore health system resilience and sustainable healthcare
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Identify major concepts with regards to sustainability and health system resilience. • Identify how sustainability can be applied to 'green healthcare' and healthcare provision • Reflect on how sustainability can be applied to your own future medical practice and what challenges you may anticipate
STUDY MATERIALS	<p>READ before class:</p> <ul style="list-style-type: none"> • https://noharm-uscanada.org/ClimateFootprintReport • https://www.ipcc.ch/2022/04/04/ipcc-ar6-wgiii-pressrelease/
WORKING GROUPS	<p>Design your ideal “clean green” hospital</p> <p>How has Covid-19 changed health care delivery and how do these changes impact our ability to provide health care in a sustainable way? In the international Covid-19 crisis, multiple changes have been made to how we deliver health care. For example, many outpatient appointments are carried out remotely, while the use of personal protective equipment by staff has increased. We would like you to identify any changes in health care caused by the Covid crisis and use them to pitch ideas which could be used to “up-green” our health care delivery.</p> <p>Preparation is needed before this working group session</p> <p><u>Come to this working group session prepared by:</u></p> <ul style="list-style-type: none"> • Having completed the required readings • Identify 2-3 health care delivery changes that happened in the past few months that you find interesting from a sustainability / greening health care perspective. Use any resource you would like (newspapers, scientific articles, etc) <p>Groupwork:</p> <ul style="list-style-type: none"> • In groups of 4-5 develop a short (3 min) presentation of recommendations you would make based on those changes (45-60 minutes). <p>Think about the following in the preparations of your presentation:</p> <ul style="list-style-type: none"> ▪ What problem do you address and what impact do you expect? ▪ How can you convince the Board of Directors of the UMCU (Raad van Bestuur, RvB) be about this idea? (Bear in mind: they have lots of other people asking for their ideas to be enacted on and funded!) ▪ How do you want to convey your pitch? You can use any digital tools you would like, including an old-fashioned elevator pitch without slides. ▪ Prepare your recommendations as if you were pitching them to the Board of Directors (RvB) ▪ Present your pitches to the working group and answer questions and comments from others in the group. ▪ After all pitches are complete, discuss and reflect on which pitches and ideas you found the most engaging and interesting. <p><i>P.s. the best ideas we may even submit to the real UMC Utrecht's board of directors!</i></p>

Date	24 June (Week 9)
LECTURER	Dr. Remco van den Pas
ABOUT	This week we will continue looking through interdisciplinary lenses: Governance
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Explain major concepts in global health governance. • Identify key actors and their roles in global health governance in general, illustrated by the case studies on Pharmaceutical governance and the EU Green Deal.
STUDY MATERIALS	<p><u>READ before class:</u></p> <p><i>On Vaccine development:</i></p> <ul style="list-style-type: none"> • https://www.bloomberg.com/news/articles/2020-05-13/u-s-to-get-sanofi-covid-vaccine-first-if-it-succeeds-ceo-says • https://www.washingtonpost.com/world/europe/coronavirus-vaccine-sanofi/2020/05/14/821c7c12-95e2-11ea-87a3-22d324235636_story.html • https://www.businessinsider.nl/coronavirus-vaccine-sanofi-scraps-us-priority-france-outrage-macron-2020-5?international=true&r=US <p><i>Required readings, for those assigned to the topic ‘the EU Green Deal</i> The European Commission’s press releases and fact sheets (the below is not exhaustive, follow the links on the pages to further develop your understandings):</p> <ul style="list-style-type: none"> • https://ec.europa.eu/commission/presscorner/detail/en/IP_19_6691 • https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal_en • https://ec.europa.eu/commission/presscorner/detail/en/fs_19_6714 • The Green Deal document itself https://ec.europa.eu/info/sites/info/files/european-green-deal-communication_en.pdf • Some news articles describing the deal (and giving their own opinions about it) - feel free to supplement with your own research: https://www.theguardian.com/world/2020/mar/09/what-is-the-european-green-deal-and-will-it-really-cost-1tn https://www.politico.eu/article/what-is-the-green-deal/ <p><i>Required readings, for those assigned to the topic ‘Air pollution’</i></p> <ul style="list-style-type: none"> • The Convention on Long-Range Transboundary Air-Pollution: http://www.unece.org/environmental-policy/conventions/envlrapwelcome/the-air-convention-and-its-protocols/the-convention-and-its-achievements.html. <i>You don’t need to read the whole protocol but look through the outlines and try to understand what the goal of the convention was, which countries signed onto it (and which ones didn’t) and what it’s achieved in the past ~40 years. This blog post also has some nice insights:</i> https://www.wri.org/blog/2020/02/most-successful-air-pollution-treaty-youve-never-heard-of • The WHO air pollution resolution and roadmap: https://www.who.int/airpollution/ambient/policy-governance/en/ • WHA68.8 (referenced in the WHO resolution page): https://apps.who.int/gb/ebwha/pdf_files/WHA68/A68_R8-en.pdf • Morin, J., Blouin, C. How environmental treaties contribute to global health governance. <i>Global Health</i> 15, 47 (2019). https://doi.org/10.1186/s12992-019-0493-7 <p><i>Required readings, for those assigned to the topic ‘COVID-19’:</i></p>

	<ul style="list-style-type: none"> ● <u>General resources about collaboration and coordination: (just a few suggestions, certainly not exhaustive- search for your own references as well!)</u> <ul style="list-style-type: none"> ○ https://www.who.int/news-room/detail/28-01-2020-who-china-leaders-discuss-next-steps-in-battle-against-coronavirus-outbreak ○ https://africacdc.org ○ https://www.weforum.org/agenda/2020/05/global-science-collaboration-open-source-covid-19/ ○ https://en.unesco.org/covid19/scienceresponse ○ https://www.gatesfoundation.org/TheOptimist/coronavirus ○ https://ec.europa.eu/info/live-work-travel-eu/health/coronavirus-response_en ○ https://www.sg.uu.nl/video/2020/05/greater-good It's an hour, but highly recommended
<p>WORKING GROUPS</p>	<p>Preparation is needed before this working group session (Jigsaw Puzzle)</p> <p>Come to this working group session prepared by:</p> <ul style="list-style-type: none"> ● Reading the papers assigned to your group. You can split the articles among group members <p>For your working groups you will be split into three topics: the EU Green Deal, air pollution or COVID-19. While reading these articles, please make note of the following as you will use this as input for your work group session:</p> <ul style="list-style-type: none"> ● Who are the stakeholders involved? What is their interest? ● What is the role of the national government and global actors? ● Is there a clear global governance framework or is it instead divided between countries and regions? ● For the global and national levels: <ul style="list-style-type: none"> a. Are there rules set (i.e. policies, laws)? Who determines these? b. Who influences the rules? How? Are all stakeholders you identified involved? c. Who maintains the rules? (i.e. government, self regulation) ● What are the strengths and weaknesses of the current situation? ● What could be strategies to improve this? <p>35 to 45 minutes: In your assigned groups, create a 15-minute presentation based on the questions above</p> <p>45 to 60 minutes: You will be placed in different group, such that you will be the only part of the original group and that you should be able to present what you have created to your new group. This means that you will be the “expert” on the case study assigned to your group.</p>

Date	29 June (Week 10)
LECTURER	Dr. Judith van de Kamp
ABOUT	This week we will look at some of the implications of practicing medicine in the global health setting
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Understand that North-South relationships exist in and are shaped by unequal power dynamics. • Understand that this power dynamics has its origin in historically constructed North-South relationships (colonial medicine, tropical medicine, missionary medicine) and deeply rooted ideas of 'colonial contemporary mentality' and western superiority • Understand the concept of 'White Savior Industrial Complex' • Understand the workings of 'processes of othering' and its effect on building North-South relationships at individual level (at the hospital, on the ground) and at institutional level (hospitals & NGOs collaborating) • Have an understanding of the current decolonization debates and how this is linked to global and environmental health
STUDY MATERIALS	<p>WATCH/READ before class:</p> <ul style="list-style-type: none"> • Required viewing: Video 'The Privilege Game': https://www.youtube.com/watch?v=hD5f8GuNuGQ • Required viewing: Video 'Social inequalities Running Competition': https://www.youtube.com/watch?v=4K5fbQ1-zps • McIntosh, P. (1995). White privilege: Unpacking the invisible backpack. Women: images and realities: A multicultural anthology, 264-267. Link: https://www.lwtech.edu/about/diversity/resources-support/docs/lwtech-rsc-white-privilage.pdf • Afro-pessimism and afro-optimism, University of East Anglia. PDF. (in BlackBoard) <p><i>Reading question: Based on these viewings and readings, reflect upon your own situation. Did you learn something new? Please be ready to share a bit of this reflection during the session, in breakout rooms in pairs.</i></p> <p><u>Optional additional materials:</u> Viewing: TED Talk 'The danger of a single story' by Chimamanda Ngozi Adichie https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en#t-1108621 (18 mins)</p>
WORKING GROUPS	<p>Preparation is needed before this working group session</p> <p>Watch the following (short) videos BEFORE GOING TO WORKGROUPS and try to watch the videos through "equity lens"</p> <p>Link: https://www.youtube.com/watch?v=2MgYLeO70Ac</p> <ul style="list-style-type: none"> • Video: 'The one million success' (3.17 min) Organization: Action Aid Link: https://www.youtube.com/watch?v=d_ecGh2FkzU&t=1s • Video: 'Cycle for Plan – Malawi 2018' (3.09 min) Organization: Plan International Link: https://www.youtube.com/watch?v=i6mHCPjhshM • Video: 'Samnang about volunteering in an orphanage' (1.51 min) Organization: Better Care Network Link: https://www.youtube.com/watch?v=pllqbYNCT0A • Video: 'Doing whatever it takes to save every last child' (1 min) Organization: Save the Children Link: https://www.youtube.com/watch?v=Cmtg7v9I2JQ • Video: 'War Child, Batman' (1.39 min) Organization: Warchild Link: https://www.youtube.com/watch?v=tDiwhtcVrbw <p>First half of the workgroup session:</p> <ul style="list-style-type: none"> • After watching these videos: Do these videos represent people in the way they are, or is the story manipulated in some way? What do you like or dislike about each video?

	<ul style="list-style-type: none">• Create 'ground rules' for equitable communication. What does this mean for you? What's the most important (in your opinion)/what factors should be always included in equitable communication? <p>Second half of the workgroup session: You will be divided into three groups:</p> <ul style="list-style-type: none">• In these groups, you will re-design one of the videos that the group feel was not living up the equity standards. You will create an infographic, where you could include screenshots of moments in the videos which you think should be change (and what/how to change).
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Date	1 July (Week 10)
LECTURER	Dr. Joyce Browne, Dr. George Downward, Drs. Alay Llamas
ABOUT	Wrap up the course with a film club and discussion.
LEARNING OBJECTIVES	<ul style="list-style-type: none"> Using the provided film “Welcome to Sodom” reflect on the themes covered during the course.
STUDY MATERIALS	<p>WATCH before class:</p> <p>Get your popcorn and sodas out to prepare for this week’s working group. Please watch the film Welcome to Sodom (duration 1h 32mins, see http://www.welcome-to-sodom.com/). Link will be shared ahead of time – and feel invited/encouraged to invite others to watch it with you (covid-restrictions respecting)</p> <p>During the film, please reflect on the following questions:</p> <ul style="list-style-type: none"> What are the key messages you take away from watching this film? What surprised you? Why? What moved you? Why? Did this documentary spark any questions you would like to explore further? If so, which? (we can also discuss this during the plenary session) Which person who featured in the film left the strongest impression on you? Why? Would you consider this an anthropological activity? Why (not)? Imagine designing a new research project, and the funder wants a collaboration between environmental health epidemiologists/researchers, medical doctors and anthropologists. <ul style="list-style-type: none"> What would be a research question each discipline could ask? How can research use documentaries in it’s project? If you were to develop a script about these research questions and results, what would be elements you would include? (You can be inspired by Welcome to Sodom!) <p>Please upload your answers to questions 1-5 on the discussion board and have a look at other’s comments by Thursday 11.00.</p>
WORKING GROUPS	<p>Preparation is needed before this working group session:</p> <p>We will have a general discussion of the points which groups have prepared (approx. 10 minutes per group). After reflections are finished, we will move on to general course wrap-up stuff and discussion.</p>

Annex 1: rubric presentation

Rubric 1 – Group Presentation			
Criteria	Insufficient: fails to meet academic requirements	Satisfactory: meets academic requirements	Excellent: belongs to the top 10%
Content			
Assessment of the burden of disease and determinants for a population	<ul style="list-style-type: none"> • Inadequate overview of the current global status of this SDG3 target 	<ul style="list-style-type: none"> • Adequate overview of the current global status of this SDG3 target, distinguishing between before and after Covid-19, including both a global and regional or national assessment 	<ul style="list-style-type: none"> • Excellent overview of the current global status of this SDG3 target, distinguishing between before and after Covid-19, including both a global and regional or national assessment. The national assessment perfectly illustrated the target.
Discussion of the contribution of environmental exposures and climate change on health and disease	<ul style="list-style-type: none"> • Inadequate, missing or incomplete 	<ul style="list-style-type: none"> • Adequate 	<ul style="list-style-type: none"> • Excellent
Identification of interventions to improve health outcomes affected by environmental exposures and climate change for this population/group.	<ul style="list-style-type: none"> • Inadequate, missing or incomplete 	<ul style="list-style-type: none"> • Adequate 	<ul style="list-style-type: none"> • Excellent
Presentation technique			
Nonverbal skills	<ul style="list-style-type: none"> • Limited eye contact with audience. • Body language is distracting. • Incapable of continuing adequately after an error. 	<ul style="list-style-type: none"> • Regular eye contact with the audience. • Body language is adequate. • Errors have only little impact on the presenter. 	<ul style="list-style-type: none"> • Captures the audience. • Body language is constructive / effective. • Continues in an adequate manner after errors.
Speaking skills	<ul style="list-style-type: none"> • Speaks either too fast or too slow. • Insufficient English. 	<ul style="list-style-type: none"> • Acceptable pace. • Reasonable proficiency in English. 	<ul style="list-style-type: none"> • Good pace. • Fluent in English.

	<ul style="list-style-type: none"> • Loses attention of the audience. • Too difficult/easy for audience. 	<ul style="list-style-type: none"> • Gets attention of the audience. • Compatible with audience. 	<ul style="list-style-type: none"> • Maintains constant attention of the audience.
Facilitation of interactive discussion	<ul style="list-style-type: none"> • Insufficient stimulation of discussion in the group • Inadequate answers to raised questions. • Inadequate response to critique. 	<ul style="list-style-type: none"> • Discussion in the group stimulated by posing carefully chosen discussion questions • Can answer most of the questions raised. • Adequate response to critique. 	<ul style="list-style-type: none"> • Excellent stimulation/facilitation of discussion in the group • Correct answers to questions raised • Can value critique/suggestions.
Composition and design			
Length of presentation (incl Q&A and discussion)	<ul style="list-style-type: none"> • Inadequate time management by taking too little or too much time for the presentation. 	<ul style="list-style-type: none"> • Adequate time management, with only a few minutes under or over the assigned time of 25 minutes. 	<ul style="list-style-type: none"> • Excellent time management of the content perfectly fitting within 15 minutes of presentation, and 10 minutes for Q&A and a discussion based on discussion questions.
Slides	<ul style="list-style-type: none"> • Slides were not uploaded before or directly after the presentation 	<ul style="list-style-type: none"> • Slides were uploaded before or directly after the presentation 	
Visuals of presentation	<ul style="list-style-type: none"> • Too much info/detail on a single slide. • Inadequate slide quality (technical, compositional). 	<ul style="list-style-type: none"> • Appropriate. 	<ul style="list-style-type: none"> • Slides conveniently arranged. • Very clear message per slide.
Grammar / spelling	<ul style="list-style-type: none"> • Distracting grammar / spelling errors. 	<ul style="list-style-type: none"> • Grammar / spelling correct. 	
Use of references	<ul style="list-style-type: none"> • Larger number of references distracts. • Referral is insufficient, inconsistent, incomplete, or incorrect. * 	<ul style="list-style-type: none"> • Referral of tables, figures etc. is correct. • Appropriate number of references per slide. 	
Structure of presentation	<ul style="list-style-type: none"> • Parts of presentation are missing. • Absence of logical order. • Incorrect balance of presentation components. 	<ul style="list-style-type: none"> • All required parts are present. • Logical order of the parts and slides. • Correct balance presentation components. 	<ul style="list-style-type: none"> • Smooth transitions between topics.

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Annex 2: rubric essay

Rubric 13c. – Paper (30%)			
Criteria	Insufficient: Fails to meet academic requirements	Satisfactory: Is an acceptable piece of work	Excellent: Belongs to the top 10%
Time management	<ul style="list-style-type: none"> • Fails to meet deadline. 	<ul style="list-style-type: none"> • Meets the deadline. 	
Content			
Title	<ul style="list-style-type: none"> • Is missing. • Does not justify the content. • Suggests incorrect/over interpretation of data. 	<ul style="list-style-type: none"> • Represents the content. 	<ul style="list-style-type: none"> • Attracts attention. • Creative and original.
Introduction Relevance research question and scope of literature research	<ul style="list-style-type: none"> • Incomplete or inaccurate overview of literature. • Research question absent or lacks focus. • Relevance of research question unclear. 	<ul style="list-style-type: none"> • Research question is well defined and focused. • Relevance of the research question is clarified. • Adequate overview of relevant literature. 	<ul style="list-style-type: none"> • Substantiated research question with clear focus. • Research question has the potential to contribute useful new knowledge to the field. • Complete concise overview of relevant literature.
Methods	<ul style="list-style-type: none"> • Methods paragraph is missing or incomplete. 	<ul style="list-style-type: none"> • Methods paragraph includes the databases where literature was searched for , the search terms that were used, and how search results were selected. 	<ul style="list-style-type: none"> • Methods paragraph includes the databases where literature was searched for , the search terms that were used, and how search results were selected. It is clear and well written.
Results Description of relevant	<ul style="list-style-type: none"> • Incomplete or incorrect analysis of relevant literature/data. 	<ul style="list-style-type: none"> • Satisfactory analyses/ descriptions/ interpretations of data/retrieved literature. 	<ul style="list-style-type: none"> • Data/retrieved publications and analyses are valid, complete and presented concisely.

literature/ data analysis	<ul style="list-style-type: none"> • Data/retrieved publications are irrelevant. 	<ul style="list-style-type: none"> • Text can be understood without information provided by figures and tables. 	<ul style="list-style-type: none"> • Interpretation of literature/data is convincing and creative.
Discussion and Conclusion Presentation of hypotheses, depth and critical analysis	<ul style="list-style-type: none"> • Weak or not supported by evidence. • Fails to answer research question. • Repetitive information. • Data inadequately discussed, sticking rigidly to existing concepts or using invalid arguments. • Discussion fails to address strengths and weaknesses of study. • Hypotheses and suggestions for additional research are missing/ illogical. 	<ul style="list-style-type: none"> • In line with presented evidence. • Answers research question. • Relation data and research question discussed adequately, using valid arguments. • Strengths and limitations, new insights are addressed in the light of the literature. • New insights, hypotheses presented. • Suggestions for future research may be based on weak assumptions. 	<ul style="list-style-type: none"> • Concise, sensible and in depth discussion of data in relation to research question. • Complete, critical and balanced discussion of strengths, limitations, new insights and hypotheses. • Critical discussion of how the data relate to current knowledge of the subject. • New insights, hypotheses are discussed in depth.
Structure and Style			
Structure and line of reasoning	<ul style="list-style-type: none"> • Line of thought is unclear. • Badly structured. 	<ul style="list-style-type: none"> • Line of thought mostly clear. • Structure supports legibility of text. 	<ul style="list-style-type: none"> • Line of thought is easy to follow and supported by structure.
Referencing	<ul style="list-style-type: none"> • Referral is insufficient, inconsistent, incomplete or incorrect. • References cannot be retrieved. 	<ul style="list-style-type: none"> • Referral is complete and correct. • Correct application of a single referencing system. • References can be traced. 	<ul style="list-style-type: none"> • (Key) references have been found independently.
Writing skills	<ul style="list-style-type: none"> • Style too wordy or too concise. • Disturbing spelling or grammar mistakes. 	<ul style="list-style-type: none"> • Grammar, style enable understanding of information. • No errors present detected by spellcheckers. 	<ul style="list-style-type: none"> • Grammar and style support legibility of the document. • Writing flows smoothly.
Peer review	<ul style="list-style-type: none"> • Peer review was not given to two other students • Peer review paragraph is missing 	<ul style="list-style-type: none"> • Peer feedback was given to two other students • From the peer feedback paragraph, it is clear how the feedback was handled 	<ul style="list-style-type: none"> • Peer feedback was given to two other students • The peer feedback paragraph shows the feedback was handled in an excellent way, describing what was useful and why, and how this lead to improvements in the final version

END