

Aims and Educational Objectives

# GLOBAL POPULATION HEALTH AND WELL-BEING IN THE 21ST CENTURY

Toward New Paradigms, Policy, and Practice

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# **Global Population Health and Well-Being in the 21<sup>st</sup> Century**

## **TOWARD NEW PARADIGMS, POLICY, AND PRACTICE**

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### **Aims and Educational Objectives**

With its focus on public global health and well-being, the text draws on current research and literature as well as the knowledge and experience of experts around the world.

Considered as a whole, it has seven broad aims:

- To raise awareness about and inform the discussion on contemporary challenges related to population health and well-being;
- To suggest holistic ways of tackling some of the unprecedented global health issues;
- To assist in positioning public health globally “as a force for social change” and a catalyst for the development of a new “worldview”;
- To share insights from individuals and practitioners across the globe in terms of health concerns or priorities and strategies for responding to these now and in the years ahead;
- To advocate better understanding of the complex interdependence of natural, socioeconomic, and political systems at local, national, regional, and global levels;
- To help transform public and global health education and learning in line with changing societal needs through the application of innovative pedagogical approaches and provision of contemporary research tools and learning resources;
- To help raise awareness of and support for the implementation of the UN 2030 Agenda for Sustainable Development.

## **Educational Objectives**

**(BASIS FOR LEARNING OUTCOMES, ACTIVITIES, AND ASSESSMENTS)**

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### **Chapter 1.0: A Snapshot of “Population /Public Health” Through the Ages**

On completion of this chapter, students should be able to:

- Trace the history of health care from ancient Greece to modern day and explain the concept of the “New Public Health.”
- Provide the rationales for and impact of the 1915 Welch–Rose report on the global development of public health in the 20<sup>th</sup> century.
- Prioritize worldwide public health milestones to the present day and give reasons why milestones may be more difficult to achieve in this century.

### **Chapter 2.0: Contemporary Challenges in Public Health**

On completion of this chapter, students should be able to:

- Determine which of the global challenges present the greatest risks to the developed and developing worlds.
- Describe the most serious consequences of urbanization in poor and emerging economies in the next 5 to 10 years.
- Assess the validity of the arguments for or against the impact of climate change on population and planetary health and well-being.
- Offer alternative solutions to dealing with lifestyle issues related to living in the modern world.
- Recommend approaches for challenging social norms in order to confront social intolerances.

### **Chapter 3.0: Public Health: The Impending Financial Crisis**

On completion of this chapter, students should be able to:

- Articulate a financial case for affordability or unaffordability of an aging population related to a specific health system and present options for sustainability or unsustainability.
- Provide realistic options for re-balancing the funding of curative versus preventive health care.

#### **Chapter 4.0: World Health Reforms (UN, WHO, The World Bank)**

On completion of this chapter, students should be able to:

- Justify why the 2030 global Sustainable Development Goals need to be considerably different from the 2000–2015 Millennium Development Goals in order to make a significant difference to population and planet health and well-being.
- Examine the extent to which universal health coverage is more “myth” than “reality” or vice versa.
- Evaluate the efficiency and effectiveness of the Global Strategy on Public Health, Innovation and Intellectual Property (GSPHIIP) and the extent to which it is achieving its purpose.
- Analyze whether the two key World Bank Group aims to 2030 are realistic or feasible in realizing the Bank’s overall mission.

#### **Chapter 5.0: Contemporary Approaches to Public Health Policy and Practice**

On completion of this chapter, students should be able to:

- Distinguish between horizontal policies and shared societal goals initiatives and present arguments in support of or against the health in all policies (HiAP) approach.
- Explore why prevention and disease promotion merit greater attention now and in the future rather than focusing primarily on curative measures.
- Detail key elements or factors based on successful population health interventions that could provide lessons for practitioners.
- Give evidence why society is facing an “ingenuity gap” in resolving current global issues (social, economic, political).

#### **Chapter 6.0: Community-Based Health Care and Evolving Public Health “Fifth” Wave Interventions**

On completion of this chapter, students should be able to:

- Defend the extent to which the main outcomes of the 1978 Alma-Ata declaration are still or are not relevant today.
- Illustrate how public health and clinical health care share “more similarities than differences.”
- Provide reasons for the contention that today there are “more examples of policies in favour of integrated services than examples of actual implementation.”
- Justify whether disease prevention is easier or more difficult to implement in poor or rich nations.
- Agree or disagree with the observation: “most of the factors that shape public health can’t be altered by central government actions.”
- Develop strategies that might facilitate national transitioning from a “sickness” to a “well-being” culture.
- Compare traditional approaches to public health and integrative/ecological interventions.

- Distinguish between “Fourth Wave” and “Fifth Wave” measures to public health issues and relate why pursuing the latter is necessary.
- Identify personal traits that distinguish Professor Carl Taylor and Dr. Gerald Paccione in terms of providing health care support to those who most need it globally.

### **Chapter 7.0: Toward a New Worldview**

On completion of this chapter, students should be able to:

- Differentiate between free market capitalism and “conscious capitalism” and provide reasons why the latter may/may not be preferable in terms of the former.
- Suggest strategies that might facilitate a transformation of a new worldview that shifts from “exploitation” of the world’s resources to harmonizing the “needs of human beings” alongside the “needs of the ecosystem.”
- Define the One Health approach and delineate the characteristics that set it apart from traditional public health interventions.
- Develop a position statement that supports the argument that “the key lies in prevention.”
- Analyze the impact of our present and predicted ecological footprint in terms of resource consumption, global human population, and carbon dioxide emissions.
- Envision the critical types of leadership attributes needed to face current and future planet and population health and well-being challenges.
- Select and analyze one of the case exemplars in terms of the key factors that demonstrated public health as “a force for social change.”
- Examine the idea of building a global society and reflect on major obstacles and potential opportunities in this century.

### **Chapter 8.0: Strengthening Public Health Capacity: *Working Differently Means Learning Differently***

On completion of this chapter, students should be able to:

- Consider whether disease prevention and health promotion continue to be influenced by a “crisis of legitimacy” or “competency.”
- Give specific examples of how the New Public Health will increasingly need to play a pivotal role in developed and developing nations in terms of social, economic and political domains.
- Compare conventional public health interventions to a more comprehensive and integrated approach, including how the latter will need to embrace “critical interface arenas for innovation in public health.”
- Offer advantages and disadvantages to common approaches used in the development of competency frameworks.
- Determine the validity of separating public health professions into three groups: public health specialists, partial public health role, and awareness of public health issues, particularly in the light of the New Public Health and the One Health concept.

- Select and justify a preferred core competency framework from the ones provided.
- Summarize key holistic competencies required by public health practitioners in the early decades of this century.
- Explore the implications for your own development based on the *Lancet* Commission's vision for all health professionals and suggested curriculum benchmarks.
- Examine the impact on health care applying the biomedical model of education and training rather than curricula informed by the socio-economic determinants of health.
- Select and justify preferred MPH program approaches or aspects from the examples provided.
- Evaluate the extent to which problem-based learning is able to facilitate the development of "many cross-cutting skills" and research capacity.
- Advise how maximizing "the role of mid-level and community health workers" might help to respond to the health worker shortage crisis.
- Consider factors that might mitigate the success of the Global Health Workforce Alliance (GHWA) human resource for health strategy (2013–2016).
- Prioritize the WHO education guidelines and implementations strategies in terms of optimizing awareness and translating practical application.

## **Chapter 9.0: Global Health Professionals' Education and Training and Future Directions**

On completion of this chapter, students should be able to:

- Convey a current "snapshot" of human resource development for health with specific reference to several nations, such as India, Brazil, Ethiopia, Pakistan, Canada, and China.
- Recap public health education and training priorities.
- Synthesize the contributions of three medical education partnerships.
- Encapsulate trends in health care and social care in terms of relationships, diseases and conditions, organizational aspects, and education/research/service.

## **10.0 Epilogue: Global Health, Governance and Education**

On completion of this chapter, students should be able to:

- Discern the "real" global decision makers in terms of improving and sustaining population health and well-being.
- Determine how international aid can become more responsible, equitable, and accountable in making a significant difference in people's lives.
- Consider how contributions of the civil society, in particular Non-Governmental Organizations (NGOs) can be strengthened in terms of scope, impact, and integrity.
- Reflect on whether best practices of regional cooperation can show a way forward in enhancing global health and governance.
- Examine to what extent reconceptualizing public health education and training can help to transform and optimize public health performance in struggling communities.

- Ascertain the extent to which recommendations, agreed in principle by think-tank members, could help to inform the thinking, acting and debate of key decision makers at all global socio-political-economic levels.
- Clarify why the One Health concept or approach has become such an important global strategy adopted by health organizations and policy makers.

### **The Past, the Present, and the Future**

On completion of this section, students should be able to

- Identify the key global themes emerging from the findings of the Linked-In survey on non-disease public health issues and determine whether there are any serious gaps.
- Justify the observation that UN agreements, “no matter how critical their concerns, cannot work without a spirit of common commitment and solidarity” to ensure we are not “left with a world with even less responsibility and ever deepening divides” (Wolfgang Obenland, Coordinator, Global Policy Forum Europe, 2015).
- Substantiate why “the right to education” and the “respect for the right of the family to education” are “the basis of the 2030 Sustainable Development Goals’ Agenda” (Pope Francis, UN General Assembly, 25 September, 2015).
- Comment on Pope Francis’s observation that “a selfish and boundless thirst for power and material prosperity leads both to the misuse of available natural resources and to the exclusion of the weak and disadvantaged” (UN General Assembly, 25 September, 2015).
- In light of the UN 2030 Sustainable Development Agenda, consider generic ways of how global and national governance in developed *and* developing nations needs to be transformed and made ‘fit for purpose’ in this decade and beyond to optimize the 17 global goals along with respective targets and strategies.
- Investigate the rationales for and feasibility of establishing a Global Government in this century.
- Critically reflect on the observation that “The busy lives people lead in the technology-driven culture that consumes our attention often produces a multitasking frenzy that leaves people constantly *doing*, with no space to breathe and just *be...or attune* with one another” (DJ Siegel, *The Mindful Brain*, 2007).

### **Appendices A-1, A-2, and A-3: Profiles of Leading Global Health Organizations and Schools/Institutes of Public Health**

After reviewing the profiles, contributors and readers generally should be able to:

- Enhance their understanding of the diverse organizations involved in supporting global and national health and well-being.
- Identify strategies or areas of innovative practice.
- Review common ground in terms of achievements and future strategies,
- Suggest additional priorities from 2016–2030 based on evidence provided and further research on at least five global and three national organizations.