

## **VMFB39, Climate and Health in a Global Perspective, 5 credits**

*Klimat och hälsa i ett globalt perspektiv, 5 högskolepoäng*

**First Cycle / Grundnivå**

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### **Details of approval**

The syllabus was approved by The Master's Programmes Board on 2025-02-03. The syllabus comes into effect 2025-02-03 and is valid from the autumn semester 2025.

### **General information**

The course is offered as a freestanding course.

*Language of instruction:* English

*Main field of study    Specialisation*

Public Health Science	G1N, First cycle, has only upper-secondary level entry requirements
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Nursing	G1N, First cycle, has only upper-secondary level entry requirements
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Medicine	G1N, First cycle, has only upper-secondary level entry requirements
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### **Learning outcomes**

The course provides an introduction to how climate, from a global perspective, can affect our health. The overall aim of the course is to highlight the health aspects of climate change. It also provides relevant knowledge on the causes of climate change and how different climate models are used to describe them. The course also aims to highlight how climate change affects societies in different parts of the world from a variety of perspectives, including geographical, economic and social conditions. The course provides a broad basis for further work on climate change and how it affects our health, for example in healthcare, community planning, urban design, labour, food security or development work.

### **Knowledge and understanding**

On completion of the course, the students shall be able to:

- explain how and why the climate is changing,
- explain the different health outcomes of climate change in different socio-economic and geographical contexts,
- explain the difference between climate mitigation and adaptation measures and their different health implications,
- explain and describe how different types of societies can adapt to climate change.

### **Competence and skills**

On completion of the course, the students shall be able to:

- identify and assess health impacts of a changing climate and discuss these in relation to different specific conditions.

### **Judgement and approach**

On completion of the course, the students shall be able to:

- reflect on the ongoing public debate on the health impacts of climate change from a scientific perspective.

### **Course content**

The course is divided into four different modules, these are:

Basic information on climate change:

Describes and discusses the basic science behind climate change. This means explaining at a glance what global warming and climate change are and how they manifest around our planet - and how we know that the Earth is getting warmer and the climate is changing.

The effects of climate change on public health:

It describes and discusses how climate change affects health at the population level. Particular emphasis will be placed on the impact of extreme weather, air pollution, food supply and by extension diet on human health.

The epidemiology of climate change:

It describes and discusses how climate change is changing the risk of contracting different types of diseases, ranging from non-communicable diseases such as cardiovascular disease and mental illness to communicable diseases such as water- and vector-borne diseases.

Adaptation and other measures to limit the health impacts of climate change:

It describes and discusses the international efforts being made under the UNFCCC and other initiatives at global, national and local levels, as well as the countervailing forces that seek to delay these efforts. The module focuses on how communities can adapt to ongoing climate change to limit negative health impacts.

### **Course design**

The course is delivered remotely and is structured around four modules. Each module includes recorded lectures, course literature consisting of various types of texts that are then used as a basis for participating in written discussions on the learning platform and a test with multiple choice questions. After completing each module,

participants will have access to the subsequent module. This allows the participant to customise the pace of their studies.

## **Assessment**

The course is assessed through one examined component:

- Written tests, 5 credits, Pass/Fail

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

## **Grades**

Grading scale includes the grades: Fail, Pass

## **Entry requirements**

General requirements