DEPARTMENT OF GLOBAL PUBLIC HEALTH

K9F6005, Sustainable Health and the 2030 Agenda, 2 credits (hec)

Hållbar hälsa och Agenda 2030, 2 högskolepoäng

Third-cycle level / Forskarnivå

Approval

This syllabus was approved by The Committee for Doctoral Education on 2024-02-24, and was last revised on 2025-05-08. The revised course syllabus is valid from autumn semester 2025.

Responsible department

Department of Global Public Health, Faculty of Medicine

Prerequisite courses, or equivalent

Sustainable Development module of the Compulsory Introduction for Doctoral Students or equivalent knowledge and skills.

Purpose & Intended learning outcomes

Purpose

The course aims to give the PhD students a deeper understanding on health within the framework of sustainable development i.e. sustainable health, and provides the student with knowledge and tools to analyze how this relates to the specific student's research.

Intended learning outcomes

After completing this course, the participant is expected to be able to:

Describe the concepts sustainable health and sustainable development and reason around these concepts based on the UN Sustainable Development Goals in the 2030 Agenda
Explain how the SDGs are interlinked and affect each other
Analyze expected effects on health from the major sustainability challenges, such as climate change, extreme poverty, inequality within and in between countries and propose how these

can be prevented and responded to.
Apply multisectoral collaboration and systems thinking to formulate solutions to wicked problems.
Reflect on how the student's own research relates to sustainable health and development.

Course content

In this course the student will acquire knowledge, skills and tools to analyze and describe how the major sustainability challenges relate to the specific student's research and why this is important. The sustainable development goals (SDGs) of the 2030 Agenda are interlinked and SDG 3 (Good health and well-being) is woven into this matrix and therefore referred to as sustainable health. In order to reach the SDGs we must use systems thinking and multisectoral collaboration. The course will give a thorough knowledge about the 2030 Agenda and all the SDGs. It will help the doctoral students explore how the different SDGs relate to each other with a focus on SDG 3 and to understand why they must use systems thinking to find solutions to the wicked and interlinked problems of sustainable health and development. Lectures, literature and group work will evolve around sustainability challenges such as climate change, extreme poverty, inequality within and in between countries and the students will reflect in depth on how these can be prevented and responded to.

Forms of teaching and learning

The course uses blended learning with on-campus meetings combined with web lectures. Flipped classroom pedagogy is used where the students are expected to read specified literature before the teaching session. Students will present selected themes to each other under the guidance of the lecturers and course leader. The course is built around three group work sessions. One where the students use specified data sources to describe how poverty and inequality affect the health status of countries. In the second, the Center of Excellence for Sustainable Health, CESH's toolbox "Tools for Action" https://cesh.health/tools-for-action/ is used to tackle a multifaceted problem, a so-called "wicked problem" from the student's own research field. In the third group work, the systems thinking approach "SDG synergies method" is used to understand how the various global sustainability goals affect each other. The group work is complemented by in-depth lectures and workshops on selected SDGs led by subject matter experts.

Language of instruction

The course is given in English

Grading scale

Pass (G) /Fail (U)

Compulsory components & forms of assessment

Compulsory components

Introduction session and the three group work sessions are mandatory and on campus. Absence

of max 20% can be compensated for by additional tasks in agreement with the course organiser. Passing the final examination and fulfilling attendance requirements is mandatory for a grade of "pass" in the course. Normally, at least four whole days of the course are on campus.

Forms of assessment

The course uses constructive alignment, i.e. the course's teaching and learning activities and its examination are linked to the course's learning outcomes. During the course, formative assessment in the form of, for example, quizzes and group work discussions is done continuously. The summative examination consists of an individual assignment that is based on the group work, the in-depth sessions and the course literature. Each participant has to show that all the ILOs are reached and use systems thinking to analyze and describe how their own research relates to the UN's Global Goals for Sustainable Development according to Agenda 2030. The individual assignment (max 4 pages) is submitted and must be supported by relevant references. The student should report how generative AI tools have been used and provide a short reflection on the possible implications of using generative AI in the course.

Course literature

Recommended reading:

Sustainable Development - Nuances and Perspectives, Fredrik Hedenus, Martin Persson, Frances Sprei, Studentlitteratur AB (latest edition)

https://sdgs.un.org/2030agenda

https://staff.ki.se/integrating-sustainable-development-into-education-at-ki