***Global Health 101*, *Third Edition***

**What’s New in the Third Edition?**

**Overview**

The third edition of *Global Health 101* contains an extensive amount of new and revised information.

The aim of the revision is to bring the book in line with the latest burden of disease data, offer unique content on key topics that are often insufficiently covered in introductory materials, such as immunization and adolescent health, and to make the book increasingly attractive to students and teachers alike with the addition of more case studies and profiles of global health actors.

The major substantive changes to the book are given below, order of the textbook chapters.

**The Burden of Disease and Other Health Data**

One of the foundations for the book is data on the burden of disease. The third edition has updated all data on the burden of disease and related risk factors, largely using information from the *Global Burden of Disease Study 2010*, which was published in 2013.

Considerable progress continues to be made in many countries in improving health. This edition uses health statistics from 2012 or later, whenever possible, for all key data. This data is taken largely from WHO, UNICEF, the World Bank.

The reader will find that almost all tables and figures in the book that relate to the burden of disease and risk factors have been completely updated.

**Health Systems**

This edition of the book includes revised, updated, and expanded comments about health systems in a number of countries. The health systems chapter also now includes a section on pharmaceuticals.

**Health Disparities**

Equity and inequality are essential public health concerns. This edition explores equity and inequality issues for a variety of groups more deeply than the earlier editions.

**Nutrition**

The place of nutrition in health has changed dramatically, with considerable growth in the share of populations that are overweight and obese, even in low- and middle-income countries. This edition features a completely redone chapter on nutrition that covers nutrition issues from undernutrition to overweight and obesity in a single chapter. In doing so, it takes account of the latest global work on nutrition, including the *Global Nutrition Report* of November 2014 and the *Lancet* *Series on Maternal and Child Nutrition* of 2013.

**Child Health**

This edition also features a considerably expanded chapter on child health, which includes an extensive new section on childhood immunization. The comments on immunization are an almost unique history of the global program on immunization from its inception to the present. This section highlights the status of the world’s work on immunization, the challenges it faces, and how the world is seeking to address those challenges.

**Adolescent Health**

The book includes a new chapter on adolescent health, an important but largely uncovered topic in much of the literature on global health. The chapter is parallel in construction to the child health chapter and seeks to address: What do adolescents get sick, disabled, and die from? Which adolescents suffer from these problems? What are the risk factors and social determinants for these problems? What are their consequences? What have we learned can be done to address these issues?

**Noncommunicable diseases**

The share of the burden of disease that is non-communicable has continued to grow. This edition features considerable additional information on non-communicable diseases broadly, and on cancer, mental health, and essential surgery, in particular.

**Science and Technology**

Science and technology continue to be used in increasingly diverse ways to meet Global Health needs. This edition features a range of new policy and program briefs on science and technology. These include, for example, new briefs on the use of mobile technologies for Global Health, telemedicine in India, and on new drugs and diagnostics for TB.

**Working in Global Health**

This edition continues to include two chapters on careers in Global Health. The chapter on working in global health has been updated. Eight new profiles of Global Health actors have been added to the chapter on Profiles of Global Health Actors. This was intended to highlight the many opportunities to work in global health for people who are not physicians.

**Case Studies and Policy and Program Briefs**

Case studies and policy and program briefs bring topics to life for students and faculty. This edition includes more than 25 additional “Policy and Program Briefs” of about 750 to 1,000 words each, which cover the range of key topics in the book. Some of the new briefs in this edition, for example, cover:

* Vaccines, such as for polio and measles;
* Emerging infectious diseases, such as the Ebola virus and Cryptococcus in AIDS patients in Africa;
* Noncommunicable diseases, such as diabetes in the Pacific;
* Essential Surgery, as described in a recent *Lancet* Commission report;
* Mental Health, including comments on the gap between needs and action globally and on the growing numbers of people with dementia.

**New and Expanded Instructor Resources**

The ancillaries for *Global Health 101, Third Edition* offer an expanded collection of teaching and learning materials for students and faculty. These have been assembled by the book’s author, someone who has worked as a global health practitioner for 30 years and who has taught more than 40 global health courses over 12 years to undergrads, public health school students, and business school students.

Among other things, the expanded ancillaries include:

*Syllabi/Teaching Guides for Community Colleges, Undergraduates Courses, and Graduate Level Courses.* These include in a coherent manner session outlines, reading assignments, video references, and writing assignments.

*Cases for classroom discussion or for discussion sections*. The Syllabi/Teaching Guides will also have links to cases for use in classrooms or discussion sections. The cases have been tested and refined in real classroom settings over the last several years.

*Model Policy Briefs.* To assist students in preparing their own Policy Briefs, as recommended in the Syllabi/Teaching Guides, the ancillaries include more than 30 student-prepared model policy briefs. These cover: health systems, nutrition, maternal health, child health, noncommunicabale diseases, and communicable diseases.

*Annotated Video List.* The annotated video reference list for the book is organized by book chapter and now includes more than 175 global health videos.

*Bibliography of Key Global Health Resources.* The ancillaries also include an updated bibliography on global health with hundreds of entries by chapter and sub-topic of the book.

*Power Point Presentations for Each Chapter.* For faculty, the ancillaries include Power Point presentations on each chapter.

*The Author’s Personal Power Point Collection from his Own Presentations.*  The ancillaries will include Power Point presentations on selected topics that the book’s author has used in classroom and other settings. The latter cover topics such as “Essentials of Global Health” and “Child Health” and faculty may use or adapt them as they see fit, with or without attribution.

*Mid-term and Final Examinations.* The ancillaries also include model mid-term and final examinations for the use of faculty.

*Student Study Questions.* The ancillaries will also include additional study questions to those in the textbook.

*Monthly Blog on Teaching Global Health.* The author will once again be preparing a monthly blog on teaching global health. The blog contains information about resources for teaching global health. It also includes lessons that the author is learning from his teaching Global Health in three programs, as well as lessons that others have shared with him about their own teaching experiences.

*Teaching Hotline.* The author of the book is committed to learning from others and to helping others enhance their teaching. The author of the book invites those adopting the book to contact him if they have questions about the book or its ancillaries, seek additional teaching resources, would like him to share more of what he is learning in the classroom, or would like to share their own lessons of experience.