RUPRECHT·KARLS·
UNIVERSITÄT
HEIDELBERG

MODULE HANDBOOK
(Modulhandbuch)

Master of Science in International Health (MScIH)

Academic year 2018/2019

Institute of Public Health

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Praeambel

Qualification Profile Heidelberg Graduates

In the tradition of its statutes and mission Heidelberg University pursues technical, multidisciplinary and professional goals in all its educational programs for a comprehensive academic education and future career of its students.

The following competency profile applies to all disciplines. It is included in the respective module handbooks of individual degree courses and reflected in their respective curricula and modules.

- ➢ Development of professional skills with a strong research orientation;
- ➢ Development of transdisciplinary dialogue competence;
- ➢ Construction of practical problem-solving skills;
- ➢ Development of personal and social skills;
- ➢ Encourage the perception of social responsibility on the basis of acquired skills.

1. Introduction to the MScIH programme

The Institute of Public Health's MSc. in Community Health and Health Management in Developing Countries (MScCHHMDC) was one of the first programmes of its kind in Germany and the first programme focusing on International Health to be taught in English. The programme ran successfully for over 20 years and has approximately 400 graduates.

Building on the strengths and success of the MSc. in Community Health and Health Management in Developing Countries the Institute of Public Health instituted a new modular structure in 2005/06, and renamed the Master's programme: Master of Science in International Health (MScIH). The new modular structure was developed in response to student feedback and EU initiatives (the "Bologna Process") to expand post-graduate education and enhance student mobility between fields of study, universities and nations. It includes three principal components (modules): a three-month core course providing the necessary foundations in International Health, a series of advanced modules dealing with advanced topics in International Health, and finally a research project in the form of a thesis and a final exam.

In the academic year 2006/07, a two-track system was adopted. In the two track system, students could choose to either participate in a one-year, full-time (continuous) residential programme, completing all of the coursework at Heidelberg University (called the "Residential Track") or in an up to five-year flexible part-time (intermittent) programme, completing all the coursework at Heidelberg University and other tropEd partner universities (called the "European Track").

Since the academic year 2015/16 the MScIH programme can either be studied full-time or part-time. In contrast to the previous two-track system, full-time students may choose to complete part of their coursework at other tropEd partner universities and part-time students may complete all their coursework at Heidelberg University.

2. MScIH overall programme objectives

The MSc in International Health (MScIH) focuses on poverty-related health problems in low- and middle-income countries.

In order to make health services accessible to the people who need them most, there is a need in many developing countries to improve health policy, to make organizational structures, planning and management more efficient at all levels of the health system, and to ensure sustainable financing. The MScIH programme Heidelberg University was developed with these factors in mind.

The overall aim of the MScIH programme is to provide students with a solid foundation in international public health principles and to build competency in using the tools and methods necessary to initiate and run programmes that improve the health of poor populations in an efficient, sustainable and equitable way.

General Learning Objectives of the MSc. in International Health Programme

Upon successful completion of the MScIH programme, participants should be able to:

- Critically collect, analyse and appraise qualitative and quantitative data relevant for the improvement of health and health care in low and middle income societies.

- Identify and analyse interrelated determinants of health and major health problems of populations in a cross-disciplinary perspective in low- and middle income societies.

- Plan sustainable improvements of health systems considering the diverse intercultural settings as well as social and ethical responsibilities.

- Clearly communicate and work professionally in a multi-disciplinary team.

Aligned with tropEd's guidelines, 2005.

3. MScIH programme structure

The MScIH is a modular programme consisting of three major parts:

Core Course ⟹ **Advanced Modules** ⟹ **Thesis & Oral Exam**

20 credits - equivalent to 600 hours of Student Investment Time (SIT) in the European Credit Transfer System (ECTS) - must be earned in each part.

Student Investment Time includes not only formal teaching hours, but also group work, self-study and home assignments, i.e. all the time the student is expected to 'invest' in the study. The core course and advanced modules must be successfully completed before moving into the thesis & oral exam module. The study and exam regulations governing the MScIH programme are given in Annex II.

There are two modes of study available in the MScIH programme. Students can choose to study full-time or part-time in order to complete their Master's degree within one year or up to five years respectively. Both modes of study have the same course components, credit requirements and lead to the same final degree. Nevertheless, they do differ in terms of time and flexibility, especially with

regards to the advanced modules that students can take at Heidelberg University and other partner institutions within the tropEd network.

TropEd is a network of worldwide institutions, which provide post-graduate education in International Health. TropEd's innovative approach has been the establishment of a common standard in education and training in International Health and the creation of the foundation necessary for the exchange of students and lecturers among its member institutions. Please refer to tropEd's website at www.tropEd.org for more information about the tropEd network, its member institutions and the courses offered.

Before entering the MScIH programme, students should decide whether they want to study full-time or part-time.

3.1 Core Course: Fundamentals of International Health

The core course has to be taken by all MScIH students. It consists of 6 units of study, each covering specific topics within International Health. The core course is offered once a year, starting in October. The 6 units of the core course must be taken sequentially in the same semester.

Core Course Unit 1: Creating a Learning Community

In this unit of study, students become familiar with the facilities and services of the Institute and University of Heidelberg necessary for their course of study, including computer and library resources. Students are also introduced to the basic concepts of self and time management, as well as group dynamics. Lectures on the History and Scope of International Public Health help to create a common understanding of essential terms and perspectives. An orientation is also given to living in Germany and the city of Heidelberg, supporting students in their transition.

Core Course Unit 2: Introduction to International Health and Health Systems

This unit introduces students to the health systems approach which includes identification of the elements, structure, and essential services of health systems in low and middle income countries and the roles and responsibilities of various stakeholders in International Health. Students learn about major endemic infectious and non-communicable diseases and how to appraise their impact on the health of populations. Current global initiatives for eradication of disease are presented and strategies are explored which promote cooperation at the international, national and local level.

Core Course Unit 3: Determinants of Health

Health care services are essential for treating the sick and thus make a direct contribution to the health of individuals. However, the health status of a population is determined to a large extent by factors which lie outside the direct influence of health care, such as gender, nutrition, culture, and environment. This unit of study provides students with an overview of these determinants and reflects on the potential tools to address them. Special attention is given to medical anthropology, reproductive and infant health, the integrated management of childhood illnesses and environmental health issues.

Core Course Unit 4: Qualitative and Quantitative Research Foundations in International Health

This unit first familiarises students with quantitative research methods. Students are introduced to epidemiological thinking and the basics of biostatistics and learn how to critically appraise epidemiological findings in literature. Study design issues are discussed with the aim to enable students to write appropriate applied research proposals, to analyse determinants and/or risk factors of health and disease, or to assess the impact of a given intervention. Special emphasis is placed on how to use research findings for better planning and management of health interventions. In addition, tutorials are offered to effectively use statistical software for data management and analysis (eg. STATA).

Based on the understanding of socio-cultural factors developed in Core Course Unit 3, this unit of study then looks at qualitative research methods such as observation, interviews and focus group discussions used to study and explain a community's view on health, illness and health care seeking behaviour. Students will practise how to design, analyse and present qualitative studies. In addition, ethical issues in research are discussed.

Core Course Unit 5: Health Policy and Economics

In this unit of study, the relationship between health policy and the health status of a population is explored with the aim to enable students to identify policies that discriminate against certain sectors of a population, to do a stakeholder analysis, and to propose modifications that would improve access to disadvantaged population groups. Emphasis is placed on health economic principals and economic evaluation methods.

Core Course Unit 6: Health Planning and Management

Health planning and management are central in getting improved health programmes to work. Drawing on knowledge and skills acquired throughout this core course, this final unit covers the basics of organizational behaviour and communication in managing International Health systems and organisations, methods to appraise organisational performance using the fundamentals of budgeting and financial analysis, as well as methods and tools of planning, assessment, monitoring and evaluation (project cycle management). It also explores opportunities and methodologies for quality improvement initiatives within a variety of health care settings, leading students to be able to plan realizable and sustainable programmes aimed at the improvement of the health and health systems of low and middle income countries.

3.2 Advanced Modules – Full-Time

Students must gain a total of 20 ECTS to complete the advanced modules component successfully. Full-time students must complete a set of four mandatory advanced modules at Heidelberg University accounting for 12 credit points. These mandatory advanced modules have been selected from the overall portfolio of the Institutes' tropEd accredited advanced modules with the aim to provide students with the knowledge and skills needed to work in managerial positions in International Health.

Based on their needs, interests and professional development goals, students then may choose courses from the elective advanced modules to earn the outstanding 8 credit points to pass the advanced modules component of the Master's programme.

Mandatory Advanced Modules (12 ECTS)

AM 1   Disease Control: Policies and Strategies

AM 2   Public Health Anthropology

AM 3   Global Challenges in Reproductive Health: Evidence and tools for Programme
Implementation

AM 4   Improving the Quality of Health Care Services

Elective Advanced Modules (8 ECTS)

AM 5   Consultancy Skills: Evaluation of Health Facilities, Programmes and Projects

AM 6   Leadership and Change Management

AM 7   Financing Health Care: Concepts, Challenges and Practices

AM 8   Public Health and Disasters

AM 9   Proposal Writing as a Consultancy Skill

AM 10   Decision Making in Public Health: Evidence, Politics or Diplomacy?

All advanced modules offered at Heidelberg University are open to students enrolled at other universities of the tropEd network, as well as health professionals wanting to update their knowledge in a given field.

Opening the advanced modules to tropEd students and health professionals exposes students to varying professional and cultural backgrounds, increases their intercultural awareness and communication skills, and enhances their understanding of international health problems and solutions.

3.3 Advanced Modules – Part-Time

Students must gain a total of 20 ECTS to complete the advanced modules component successfully. Part-time students may complete any of the mandatory, elective and additional advanced modules in order to meet the credit requirements. Hence, part-time students can undertake advanced modules at Heidelberg University or any other partner institution within the tropEd network. Studying part-time allows students to combine work and study and to focus on a specific area of expertise within International Health. Furthermore, this mode of study exposes students to a variety of learning institutions.

As the courses offered by tropEd change over time, students are not expected to finalise their choice of advanced modules by the end of their core course, yet each advanced module needs to be approved by the Heidelberg IPH tropEd coordinator Students should remain in contact with their academic

mentors and tropEd coordinator throughout the duration of this course component in order to receive assistance where necessary.

Please refer to the tropEd website for a current overview of partners and courses offered (www.troped.org).

Student Assessment Procedures in the Core Course and Advanced Modules:

Assessment of the students' achievement of the learning objectives takes place throughout the core course and advanced modules. In general, students are not asked for rote repetition of facts, but to synthesise knowledge obtained within a given module and in progression through the modules.

Assessment methods include written in-class exams with essay-style and short-answer questions, as well as group projects, individual take-home assignments and presentations.

The core course contributes 25% towards the final grade for the MScIH programme. The weighted average of the grades of the individual advanced modules contribute to the final grade, proportional to their ECTS credit points, for a total of 25% of the final grade for the MScIH programme.

3.4 Thesis and Oral Exam

To complete the degree programme students have to gain 20 ECTS in the final module "Thesis and Oral Exam". Under the supervision of an academic adviser, participants will write a thesis on an important health issue, based on qualitative and quantitative information from a literature review or primary study. Once the thesis has been completed and submitted, students also have to take a final oral exam covering content from the core course, the advanced modules and their thesis.

4. Module Descriptions

4.1 Core Course

Core Course - Foundations in International Health	
Course Coordinator	Dr. Pauline Grys
Duration and dates	14 weeks September 17 – December 21, 2018

Credit points and SIT	20 ECTS
	600 (630) hours SIT
	     483 contact hours (60% lectures, 40% group work);
	     147 hours self-study

Module	Core Course
Status	Mandatory

Learning Objectives:

The core course is broken down into 6 units with the following specific objectives:

Unit 1: Creating a Learning Community

Objectives

At the end of this unit, students should be able to:

- Describe the objectives, content and structure of the Master of Science in International Health programme at the University of Heidelberg
- Access the facilities and services of the University of Heidelberg, including information and library sources
- Discuss the basic concepts of group dynamics and be able to apply them effectively when working in teams

Unit 2: Introduction to International Health and Health Systems

Objectives

At the end of this unit, students should be able to:

- Identify the elements, structure, and essential services of health systems in various countries
- Discuss historical perspectives in International Health
- Analyse the impact of political and economic factors on the health status of individuals and populations
- Discuss the roles and responsibilities of various stakeholders in International Health and explore strategies to promote cooperation at the international, national and local levels
- Identify and appraise the impact of endemic infectious and non-communicable diseases in their own country and in other countries of low and middle income

- Explain the impact of the demographic change on community health
- Explain the ranking of health systems and the differences between them

Unit 3: Health Problems and Determinants of Health

Objectives

At the end of this unit, students should be able to:

- Discuss the health challenges faced by individuals at different stages of life and within diverse and evolving community structures
- Identify issues specifically related to reproductive health and infant morbidity and mortality
- Identify issues specifically related to poverty, equity and gender in low and middle income countries
- Assess the situation of non-communicable and chronic diseases as well as cancer in low and middle income countries
- Explain basics of drug policy and drug supply in various health systems
- Discuss the principles of medical anthropology
- Explain how a group's culture influences their health status and health behaviours
- Explain the health impact of exposure to biological and chemical agents, water, noise and air pollution
- Appreciate the impact of globalization on the health status of low income workers
- Discuss the role of proper nutrition in preventing diseases and in maintaining health

Unit 4: Research Foundations (Epidemiology, Bio-Statistics, Qualitative Methods)

Objectives

At the end of this unit, students should be able to:

- Recognise the importance of epidemiology, bio-statistics and qualitative methods for health management
- Dispose of appropriate epidemiological knowledge to cope with key epidemiological questions within their working environment
- Select and apply statistical tests appropriately to collect data, analyse scientific papers and design research proposals
- Use computers and statistical software for data management and analysis (e.g. Epi Info)
- Carry out qualitative research on selected questions related to International Health
- Design research programs with appropriate sensitivity to the target community and with adequate protection for the human subjects involved
- Report on qualitative research findings and to present these to an audience using effective methods of presentation
- Design and implement survey instruments for evaluation of health programs
- Assess the quality of data provided by health information systems and indicators

Unit 5: Health Policy, Health Economics, Evaluation

Objectives
At the end of this unit, students should be able to:

- Describe key milestones of international health policy development of the last decades
- Explain the relationship between health policy and the health status of a population
- Identify major stakeholders in policy development for low and middle income countries
- Explain basic health economic principles and understand more complex economic concepts and evaluation methods
- Discuss the fundamental concepts of health care financing including health insurance systems
- Identify situations where it is appropriate to use market-based or public/collective systems to provide health care services
- Explain the financial management cycle

Unit 6: Health Planning, Health Management, Quality Management

Objectives
At the end of this unit, students should be able to:

- Explain the principles of health planning including the development of indicators
- Contribute actively to planning of health related programs
- Identify opportunities and methodologies for quality improvement initiatives within a variety of health care settings
- Discuss principles of health management and apply health management-related soft skills like leadership, communication and conflict management.

Learning Methods:
The following learning methods are applied:

- Interactive lectures with plenary discussions = 48%
- Group work with group discussion = 32%
- Seminars and workshops = 5%
- Tutorials = 5%
- Role plays = 2%
- Individual presentations with visualization = 3%
- Participatory and cooperative experiences = 5%
- Home assignments with individual studies (in total 4 days)
- Sharing and cross fertilization of knowledge among participants (cross-cutting)

Due to the fact that students have different professional backgrounds, we encourage the students to share their experiences with one another.
We take care that lecturers continuously change the learning methods they use and pure theoretical input is limited, though in general every topic is introduced first by a lecture.
Clear group work assignments facilitate group work, the result of which is always presented in plenary.

Assessment Procedure:

The main assessment tools are exams lasting 4 h.

There are 3 individual (closed books) exams out of which

- the first covers units 2 and 3,
- the second unit 4, and
- the third one units 5 and 6.

Each exam consists of 8 – 15 questions. The type of questions are different:

- short case scenarios with answers in essay style (from ~5 lines up to 1 page)
- short case scenarios with small calculations
- Multiple choice questions
- "yes" – "no" statements

For the correct answer the students can get a certain number of points.

The students are informed beforehand how many points are allocated to a specific question. The sum of all points equals 100 points; 60 points are needed to pass the exam.

For the assessment of units 5 and 6 the procedure is slightly different. For these two units, a group exercise (establishment of a planning matrix) is part of the assessment, which counts for 30 points, whereas the written exam counts for 70 points.
We expect students to achieve a minimum of 180 points (3 x 60) by the three written exams. The final grade is the average of the three individual exam results = every exam counts the same towards the final grade of the core course.

If this figure is not achieved, the chance of a fourth written exam (4h) covering the content of the whole core course is given to the student. The result of this exam is their final grade.

If the student fails this exam he/she cannot be admitted to the final oral exam.

4.2 Mandatory Advanced Modules

Disease Control: Strategies and Policies	
Course Coordinator	Prof. Dr. Olaf Müller
Duration and dates	2 weeks January 07 – 18, 2019

Credit points and SIT	3 ECTS
	90 hours SIT
	    60 contact hours (lectures, case studies and group work),
	    30 self-study hours (literature review and assignment)

Module	Advanced Module
Status	Mandatory

Learning Objectives:

After successful completion, participants should be able to:

- Analyze and critically discuss policies and principles, to the control of various communicable and non-communicable diseases as well as related approaches and strategies such as primary health care, inter-sectoral collaboration, multidisciplinary approaches, and community participation
- Analyse the role of formal and informal health services in disease control

Content:

- Global Burden of Disease
- Principles and strategies of disease control, elimination and eradication programs
- Communicable disease control and the role of primary health care (PHC) in control strategies
- Non-communicable disease control and the role of health promotion in control strategies
- The application of surveillance systems, monitoring and evaluation in disease control programmes
- Outbreak control
- Dengue control: Clinical and vector control strategies
- Polio eradication: The last mile
- HIV/AIDS control: Pattern of the epidemic, case studies on HIV prevention from Asia and sub-Saharan Africa, and disease management strategies and their application in sub-Saharan Africa
- Helminth control
- Rabies control: Addressing a complex zoonosis
- Malaria control: Clinical and vector control strategies
- Human African Trypanosomiasis control

- Tobacco control

- Diabetes control in sub-Saharan Africa

- Case studies in communicable and non-communicable disease control from the home countries of course participants

- The impact of the epidemiological transition for disease control programmes in developing countries

- Disease control and human resources, and the role of formal and informal health services in the health system

Learning methods:

- This course fosters a participatory learning environment combining input lectures (40%), case studies (20%), group work (30%) and individual work (10%).

Assessment procedures:

Class attendance (90%) is mandatory. Participants are expected to contribute actively to class discussions and group work.

- The final grade will be based on a written assignment (essay, 1.500-2.000 words); participants can choose from topics provided by the course coordinator. Topics are provided in form of statements (such as: Cholera is no longer of global public health importance; Non-specific effects of vaccines are a neglected topic in global health) which can be either supported, denied or discussed from a general perspective) The assignment is due 2 days after course end. If the student fails to reach the passing grade of 60%, s/he will be provided a new topic to be submitted not later than 3 weeks after receiving the assessment result.

Public Health Anthropology: Concepts and Tools

Course Coordinators	PD Dr. Aurélia Souares Dr. Verena Keck
Duration and dates	2 weeks January 21 – February 01, 2019
Credit points and SIT	3 ECTS 90 hours SIT 70 direct contact hours (50 hours of lectures and 20 hours of facilitated group work) and 20 hours self-directed learning.
Module	Advanced Module
Status	Mandatory

Learning Objectives:

At the end of the module the participants should be able to:

- Reflect on the use of ethnographic methods to conduct research in order to identify cultural paradigms and practices related to health and illness
- Employ an anthropological perspective in identifying problems and finding solutions to public health problems encountered in the field
- Apply the knowledge and skills acquired in class to develop research questions and define the methodology needed to do public health anthropology research
- Apply public health anthropology tools to collect and analyze data, including the use of software technology

Content:

The main topics to be covered in this module are:

Introduction to Public Health Anthropology (25 hours)

- Cultural ideas and practices relevant to health and disease, as a key to understanding people's behaviour
- Overview of medical systems as cultural systems
- Explanatory models and health seeking behaviour

Research methods in Public Health Anthropology (30 hours)

- Ethnographic methods as a basis for qualitative research
- Overview of tools used for data collection
- Preparing and conducting in-depth interviews and-, focus group discussions
- Practicing observations

- Analysing qualitative data using NVivo 11

- Rapid Appraisal Methods

Applying Public Health Anthropology in the field of:

- Reproductive health, malaria, diabetes, interdisciplinary and transcultural competences (15 hours)

Learning methods:

Teaching methods will include a combination of lectures (30%), group discussions (15%), and group exercises on concepts, methods and data analysis followed by class presentations (25%) as well as case studies to illustrate the practical application of anthropological approaches to public health issues (30%).
Participants will work individually and in groups. Students will be divided in groups of maximum 4 people.
10 hours will be spent practising Nvivo to analyse data.
4 hours will be spent practising qualitative tools for data collection: In-depth interview and focus group discussion.
In all lectures, group discussion and group exercises have a prominent place and allow active students participation.

Assessment procedures:

Course participants are expected to attend teaching sessions and participate regularly in discussions and group work.

Assessment of the participants' achievement of the learning objectives will be determined by a portfolio (consisting of 5 parts) submitted on the last morning of the course.

The maximum grade for the portfolio is 100 points. Passing mark is 60% for the entire portfolio (all five parts together). In case of failure, participants have the chance to resubmit the portfolio within 4 weeks after announcement of results.

Global Challenges in Reproductive Health: Evidence and Tools for Programme Implementation	
Course Coordinators	Prof. Dr. Albrecht Jahn Dr. Malabika Sarker
Duration and dates	2 weeks February 04 – 15, 2019

Credit points and SIT	3 ECTS
	 90 hours SIT
	     75 contacts hours (30h lecture, 45h group work/
	     participatory learning) + 15h self-study

Module	Advanced Module
Status	Mandatory

Learning Objectives:

At the end of the module students should be able to:

- Analyse Sexual and Reproductive Health (SRH) policy in its historical context, as well as the MDG/SDG context.
- Critically assess the challenges through the evaluation of evidence from SRH programmes and policies in specific settings as well as on global level
- Apply the necessary tools such as logframe matrix, structured evaluation technics and indicator development, based on the Donabedian dimensions for service quality required for reproductive health programme implementation
- Critically discuss neglected topics of the reproductive health agenda on local and global level

Content:

This course gives participants an overview of sexual and reproductive health policy in its historical context, especially its changes and adaptations since the establishment of the Maternal Child Health programme by the World Health Organization in 1948, the ICPD, the MDGs and the agenda 2030 (SDGs).

It introduces participants to the human rights approach to reproductive health as well as strategies, frameworks, and tools (developed e.g. by WHO, UN-AIDS or UNFPA) for improving and managing reproductive health in health systems with a special focus on appropriate indicators, planning processes, and service provision.

It also addresses ethical issues and the relationship between religion and reproductive health.

The course also looks at public private partnership or demand-based financing relevant to reproductive health and its challenges.

Learning methods:

This course fosters a participatory learning environment combining lectures (45%), individual case studies (20%), debates, role play, and film screenings with discussions (10%). Course participants have to elaborate a project on a recent or current reproductive health issue in their country (25%). They are expected to attend teaching sessions full-time and participate actively in discussions and group assignments.

Assessment procedures:

Participants' learning will be assessed on:

- 60%: Individual written assignment on a case study (approx. 1.000 words + bibliography)
- 20%: Structured presentation of a pertinent reproductive health issue related to current topics in participants' home countries (called Reproductive Health Highlight)
- 20%: Debate on reproductive right

If the student fails to reach the passing grade of 60% (average from all three assessments), s/he will be able to re-submit the individual written assignment not later than 2 weeks after receiving coordinator's comments.

Improving the Quality of Healthcare Services in Resource Limited Settings

Course Coordinators	Dr. Sylvia Sax
Duration and dates	2 weeks February 18 – March 01, 2019

Credit points and SIT	3 ECTS
	90 hours SIT
	    Lectures: 28 hours
	    Group work and presentations: 30 hours
	    Independent study: 32 hours

Module	Advanced Module
Status	Mandatory

Learning Objectives:

By the end of the module the participants should be able to:

- Defend the importance of improving quality in health services
- Describe common mechanisms to improve quality of health services in resource limited settings
- Critically analyze the use of quality improvement principles and mechanisms in resource limited settings
- Describe current human and other resource challenges to improve health service quality Demonstrate individual and team skills in using quality improvement tools and mechanisms

Content:

- Prioritizing quality improvement: rationale, methods and examples
- Overview of quality and safety terminology and concepts
- Harmonizing quality improvement with local and international health system strengthening initiatives
- Developing and implementing standards, guidelines and indicators in a healthcare service
- Designing and implementing quality assessments using audit, accreditation and supervision
- Personal skills development for managing teams in improving quality
- Designing and managing quality improvement teams including quality circles, clinical guideline working groups, clinical audit, and quality improvement committees
- Quality improvement tools such as checklists, affinity analysis, flow chart, mind mapping, fish-bone diagram, force-field analysis, prioritisation matrix, Gantt chart, control chart, and radar chart
- Case studies of quality improvement in low and middle-income countries

Learning methods:

- Searching the internet and internet resources for health services quality improvement publications and grey literature
- Use quality improvement literature critically to inform individual and team exercises
- Two x 60 minute interactive lectures to introduce key subjects of trends in healthcare quality and patient safety movements with two group exercises on these subjects
- 60 minute interactive lecture to introduce key quality improvement principles and two x 2 hour guided team exercises on using principles in different contexts
- 45 minute interactive lecture and two exercises on quality, patient safety and evidence based practice and their relevance in a resource limited setting
- Three x 30 minute lecture on teams and five x 30 to 45 minute individual and group exercises on team building and using quality improvement tools and mechanisms
- 45 minute lectures and 1.5 hour group exercise to analyse two case studies on introducing and/or improving health services quality
- Two day (16 hours) healthcare surveyor training using case-study, interactive lectures, individual and group exercises
- 1.5 day (14 hour) interactive field visit to a healthcare service including design and use of a healthcare quality assessment tool, analysis of findings, role play and debate
- Four hour exploration of patient rights and responsibilities in healthcare, culture and ethical aspects of quality and safety using short lectures, role plays and design of patient charter
- 20 hour assignment on an agreed topic in health services quality improvement in a resource limited setting with optional presentation and defense of their approach.

Assessment procedures:

Participants' achievement of the learning objectives will be assessed on:

- 60%: Individual written assignment (approx. 2000 words); essay based on case studies from low-and middle-income countries; case studies about quality improvement in various settings will be chosen by participants in consultation with the course coordinator. The essay must be delivered on the last day of the course.
- 40%: Presentation of a group project (20 min presentation) on case studies on assessment of quality in health facilities provided by the coordinator

If the student fails to reach the passing grade of 60% (average from both assessments), s/he will be able to re-submit the individual written assignment not later than 2 weeks after receiving coordinator's comments.

4.3 Elective Advanced Modules

Consultancy Skills in International Cooperation in Health: Evaluation of Health Facilities, Projects and Programmes	
Course Coordinators	Dr. Sylvia Sax
Duration and dates	2 weeks March 04 – 15, 2019

Credit points and SIT	3 ECTS
	90 hours SIT
	    75 contact hours,
	    15 self-study hours

Module	Advanced Module
Status	Elective

Learning Objectives:

At the end of the course the participants will be able to:

- Identify, adapt and use principles, processes and tools for evaluation of health facilities, projects and programmes
- Use key consultancy tools and mechanisms
- Apply the principles of effective writing in evaluations
- Use team building and team management skills
- Analyse personal skills to develop a consultancy career plan

Content:

The course includes the following topics:

- Evaluation and Consultancy: The Basics
- Evaluation: Key Principles, Methods and Tools
- Using Quantitative and Qualitative Methods in Evaluation
- Basic Skills of an Evaluator as an Individual and as a Team Member including team role play session
- Planning an Evaluation in a low or middle income setting
- Effective Writing Techniques, including Report Writing
- Critical Review of Evaluation Reports
- Designing and Providing Effective Feedback to Different Stakeholders
- The Consultants Reference Points: Client Requirements and Regulations
- Terms of Reference in your Consultancy Practice
- Planning a Consultancy Career
- Cultural and Ethical Aspects of Consultancy

- The Consultant: Expectations and Experiences

Learning methods:

The course uses interactive lectures (20 hrs) case studies (10 hrs), evaluation reports and tools (30 hrs), discussions with international consultants (4 hrs), individual and group exercises, plenary discussions (10.5 hrs.), individual self-study (15 hrs.) and individual coaching session (0.5hrs).

Assessment procedures:

Assessment is based on two individual assignments:

- 60 % of the overall grade is assessment against specified criteria of group presentations (20 minutes) of an evaluation exercise by facilitator (70%) and peer (30%).
- 40 % of the grade is facilitator assessment of an individual consultancy plan exercise (6-8 pages).

If the student fails to reach the passing grade of 60% (average from both assessments), s/he will be required an individual written assignment (2000 words proposal on a topic negotiated between the student and the coordinator) to be submitted not later than 2 weeks after receiving coordinator's comments.

Leadership and Change Management in International Health

Course Coordinator	Dr. Norma Lange-Tagaza
Duration and dates	2 weeks March 18 – 29, 2019

Credit points and SIT	3 ECTS
	90 hours SIT
	    40 hours lecture time, 25 hours of facilitated group
	    work, 25 hours self-directed learning

Module	Advanced Module
Status	Elective

Learning Objectives:

The overall objective of this module is to explore advanced topics in leadership as it pertains to change management in dynamic health care environments found in low and middle income countries.

Specifically, upon completion of this course, participants will be able to:
- Comprehend the leadership and management demands of complex health system
- Critically reflect on their personal values and vision and learn how these impact on their role as leaders
- Identify their own leadership style and understand how this can contribute to the development of their staff and to the achievement of organisational goals
- Understand the phenomenon of change, its internal and external drivers and learn strategies to deal with resistance and hindrances
- Appreciate the role of global health organisations in policy making, direction setting and standard setting
- Acquire competencies necessary to work effectively in complex situations such as negotiation, conflict management, networking and collaboration and cooperation, intercultural and interdisciplinary competencies
- Develop skills to transform health project groups into high performance teams
- Formulate an action plan within the cultural, political and socio-economic contexts of their organisations to alleviate health inequity in the community

Content:

Overview:
- Importance of Leadership and Management in Health Sector
- Leadership and Management – Conceptual and Operational Similarities and Differences
- Leadership and Management Styles
- Leadership and Change Management Competencies
- Conflict Management
- Negotiation
- Leading and managing teams to higher performance
- Communication

- Self-mastery including emotional intelligence
- Cultural awareness
- Global Leadership in Health
- Policy Making and Direction and standard Setting
- Research
- Transparency and Governance
- Improving Organisational and Systems Performance through Change
- Fundamental Concepts of Organisation
- Driver of and Resistance to change
- Thinking beyond Organisational Borders to Systems Thinking
- The Phenomenon of Change
- Strategies for Introducing Change
- 8 Steps of Kotter
- Bridging Leadership in Change Process
- Re-entry plan for introducing change

Learning methods:

The course is composed of individual teaching units that comprise 40 hours of interactive lecture time and 25 hours of facilitated group work. An additional 25 hours of self-directed learning is expected.

The course uses participatory exercises, role playing, and case studies from low and middle income countries to facilitate the students' achievement of the learning objectives and demonstrate the applicability of the concepts and methods.

Each session has specific objectives and short key readings which are included in the course reader. Further readings are suggested, however, they are not mandatory for the course.

Assessment procedures:

Course participants are expected to attend teaching sessions and actively participate in class discussions and group work.

Assessment of participants' achievement of the learning objectives will be determined by the following formula:

- 30% for case study presentation (group work = group mark; presentation up to 30 min + 15 min discussion; every member of the group needs to present) case studies address either leadership skills or change management skills
- 70% for written action plan (individual work = individual mark; 2,000 words; content: using Kotter's 8 steps, participants write a plan for a specific change in their own organizations, including and considering the role of leadership for successful implementation)

If students do not reach the passing mark of 60% (from the combined two individual grades), an opportunity is offered to redo the written action plan within one month after announcement of grade results

Financing Health Care: Concepts, Challenges and Practices

Course Coordinators	PD Dr. Manuela de Allegri Dr. Stephan Brenner
Duration and dates	2 weeks April 01 – 12, 2019

Credit points and SIT	3 ECTS
	90 hours SIT
	    76 SIT contact time,
	    14 SIT self study

Module	Advanced Module
Status	Elective

Learning Objectives:

By the end of this course participants will be able to:

- Recognise the positive and normative foundations of health care financing, with specific reference to the discourse on health systems reform, universal health coverage and equity
- Differentiate health financing functions and models in any given health system context.
- Compare and analyse the basic features of health care financing mechanisms in high-, middle-, and low-income countries, including situations pertaining to migrant and refugee crises
- Critically appraise the roles of the public and private sector in health care financing in different contexts
- Differentiate the tools used in the development and assessment of financing mechanisms and evaluate their strengths and weaknesses
- Compare and appraise the value of alternative viable health financing options to answer health system challenges in their respective countries

Content:

- Health economics theory relevant to health financing
- The role of health financing in a health system
- Basic health financing functions (collection, pooling, purchasing)
- Historical development in health financing in low and middle income countries: from free health care to user fees to social health protection
- Concept and practice of Universal Health Coverage – health financing and equity considerations
- Universal Health Coverage and the Migration/Refugee Crisis
- Health insurance development in high and low middle income countries: micro-health insurance, tax-based insurance, social health insurance
- Innovative purchasing options in the health sector: from passive to strategic purchasing

Learning methods:

This course combines interactive lectures (50%), facilitated group work (35%), and self-study (15%) to expose participants to both theory and practice of health care financing. Group work comprises structured exercises set around specific case studies and participant-initiated reflections on the peculiarities of health care financing in their country of origin.

Assessment procedures:

Course participants are expected to attend teaching sessions full-time, participate regularly in discussions and group work.

Participants will also be assessed on:

1. 50%: Group work on selected country case studies and presentation:
    4-5 small groups (3-5 students) each select a country case of interest at beginning of course to critically analyse along a set of criteria pertaining to health care financing (health system indicators, health financing functions, UHC attainment, policy environment) to then formulate suggestions for further health financing reform in the given country context. A total of 8 hours of study time are allocated to group work preparation throughout the course. Group work presentations (15 min) and group-led plenary discussion (15 min) at end of course graded by course coordinators along pre-determined criteria (clarity in terms of outline, structure, timing; width of content in terms of comprehensiveness; depth of content in terms of relevant detail and motivation of recommendations). Each student per group will receive the grade given to the entire group performance.

2. 50% written exam, short fact and essay questions:
    Students will select three out of 6-8 essay questions related to health care financing topics discussed and presented during the course. Each essay question can and is to be answered within one page of text. Grades by course coordinators are given based on content and logic of essays.

Re-sit policy: Participants who fail to reach the passing grade of 60% (average from both assessments) will undergo an oral exam (20 min) covering health care financing topics discussed during the course. Course coordinators will assess oral examination.

Public Health and Disasters - Assessing and responding to health care needs in natural disasters and complex emergencies

Course Coordinator	Prof. Dr. Michael Marx Dr. Revati Phakey
Duration and dates	2 weeks April 29 – May 10, 2019

Credit points and SIT	3 ECTS
	90 hours SIT
	    40h lecture and
	    30h tutored group work,
	    20h self-study

Module	Advanced Module
Status	Elective

Learning Objectives:

At the end of the course participants should be able to:
- explain the health and health systems impacts of disasters
- explain the importance of addressing gender based violence and mental health impacts
- differentiate between natural disasters and complex emergencies in terms of health impacts and needs
- apply rapid needs assessment methods and prioritization in disaster situations
- use strategic and operational planning and health management tools in disasters
- apply epidemiological methods in disaster situations
- explain the driving forces and determinants of inter-agency coordination in the field
- distinguish between development-oriented humanitarian aid and mainstreaming preparedness in development policies
- identify methods for quality assurance and minimum standard setting in humanitarian aid
- apply socio-cultural aspects in the field work appropriately

Content:

The content of the course reflects up-to-date knowledge and experience with the impact assessment and management of natural disasters and complex emergencies in the health sector:

Disaster situations,
- Disaster preparedness,
- Development programmes,
- Cross-cultural awareness,
- Gender based and sexual violence,
- Working relations in the field, donor coordination,
- Relief to development continuum,
- Applied epidemiology in needs assessment and

- Relief planning for natural disasters and complex emergencies.

Learning methods:

The course uses participatory learning based on lectures (30 %), individual reading (10%) and exercise (10%) plenary and group discussions (15%), facilitated group work and presentations (30%) and peer –feedback (5%).

Assessment procedures:

Final examination using short essay questions and multiple choice based on the learning objectives (70%, individual mark) and Group work presentation on selected topics (30%, group mark); passing mark is 60% for both parts together.

Participants have the chance to re-sit the written exam not later than 4 weeks after announcement of results.

Proposal Writing as a Consultancy Skill

Course Coordinator	Sylvia Sax
Duration and dates	1 week May 13 – 17, 2019

Credit points and SIT	2 ECTS
	60 hours SIT
	    Lectures: 15 hours,
	    Group work and presentations: 30 hours,
	    Individual study: 3 hours;
	    Pre-reading, team teleconferencing and collection of
	    material: 12 hours

Module	Advanced Module
Status	Elective

Learning Objectives:

The overall objective of this course is to enable health professionals and managers and students to understand and apply the concepts and principles of proposal writing within international health and to improve their personal and technical skills for in proposal writing.

At the end of the course the participants will be able to:

- Develop and write a proposal targeting international health donors / clients
- List key steps and common mistakes in a proposal application process
- Use analytical and design tools necessary for proposal development
- Define and apply the principles of effective proposal writing
- Analyse the team approach to developing a proposal
- Develop and use criteria for assessment of proposals

Content:

The course includes the following topics:

- Consultancy and Current Trends in International Cooperation
- Proposal Writing
- Effective Proposal Writing Techniques
- Essential Elements of Proposal Development
- Proposal Formulation According to the Rules of an International Donor
- Using Analytical and Design Tools such as Situational Analysis and Log Frame
- Case Studies Gates Foundation and Global Fund Proposal Development Based in Low and Middle Income Countries
- Criteria for Proposal Evaluation
- Peer Assessment of Project Proposal Documents

Learning methods:

The course uses participatory learning based on lectures (15 hrs) individual reading and exercise (15 hrs), plenary discussions and group exercises (4 hrs), facilitated proposal writing exercise (20 hrs.) and peer assessment (6 hrs.).

Assessment procedures:

Two facilitators and peers assess group proposals using agreed criteria relevant to the international donor context. Weighting is facilitators 70% and peers 30%.

Failure requires a 2000 word proposal on a second topic negotiated between the student and the coordinator.

Decision-making in Public Health: Evidence, Politics or Diplomacy

Course Coordinator	Dr. Olaf Horstick, FFPH (UK) Dr. Silvia Runge-Ranzinger
Duration and dates	5 days + pre-reading May 20 – 24, 2019
Credit points and SIT	2 ECTS 60 hours SIT 40 hours contact time and 20 hours self-study time, of which 10 hours are allocated for pre-reading before course start + 5 additional hours for individual assignment after course end.
Module	Advanced Module
Status	Elective

Learning Objectives:

By the end of this course participants will be able to:

- Establish and critically discuss evidence-informed concepts and identify different approaches for health policy decisions

- Develop strategies for evidence-based decision-making and pertinent evidence-informed decisions on a given problem in the field of health, including prioritization of information, critical appraisal and synthesis of information

- Identify and involve stakeholders influencing health research, policy and practice

Content:

This course aims to provide students with the necessary tools to develop and to successfully implement evidence-informed decisions in health.

- First - the module aims to equip students with the skills to systematically assess and critically appraise existing information (literature, reports, websites, databases - building on simple searches for high level authoritative evidence, or (if this is not available) developing concepts how to establish evidence-informed technical overviews). Students learn to provide evidence for their own managerial decision-making, but also for communicating and translating such evidence into the process of changing and improving policy and practice.
- Second - With case studies other approaches of decision-making in health, as often applied in practice, such as political or diplomacy-driven approaches will be identified. This aims to raise awareness of students to the different motives of stakeholders in decision-making.
- Third - strategies for ensuring the use of evidence-informed decisions will be discussed, with a focus on:

- methods and tools that increase evidence relevance for practice, e.g.: involving decision – makers and communities, using effective communication strategies, action research case studies (current examples are given)
- Synthesis and presentation of evidence-informed analysis

Learning methods:

The course aims to initiate an active participatory learning process.

- Key facts and concepts are addressed in the interactive lectures, which amount to 16 hours of the coursework.

- 10 hours of individual reading assignments deepens this knowledge.

- Development of related skills is supported by tutored individual practical exercises during the course (10 hours) and individual written assignments (10 hours) to be submitted after course end.

- Case studies are used for better understanding and analyzing processes at work in the dynamics between evidence, policy and practice. These form the basis for group work (max 5 participants per group) followed by group presentations (10 hours).

- A panel debate and plenary discussion is used to synthesize the contents at the end of the module (4 hours)

Assessment procedures:

Course participants are expected to attend teaching sessions full-time and participate actively in discussions and group assignments.

Participants' learning will be assessed on:

• 60%: Individual written assignment (essay), 2500 words; critical synthesis of retrieved information on selected topics

• 40%: Group work, 15 min oral presentation on selected topics

If the student fails to reach the passing grade of 60% (average from both assessments), s/he will be able to re-submit the individual written assignment not later than 2 weeks after receiving coordinator's comments.

4.4 Additional Advanced Modules (part-time students only)

Global Mental Health: Public Health Approaches	
Course Coordinators	Dr. Wolfgang Krahl
Duration and dates	1 week May 27 – 31, 2019
Credit points and SIT	2 ECTS 60 hours SIT (31 contact and 29 self-study hours)
Module	Advanced Module
Status	Additional (part time students only)

Learning Objectives:

This course aims to provide students with the necessary tools to develop and to successfully implement evidence-informed decisions in GMH. At the end of the course, students will be able to:

- Critically analyse the epidemiology and social determinants of mental disorders globally and identify strategies to address the burden of disease
- To critically appraise examples of research and treatment/intervention models at regional level given different levels of resources

Content:

- GMH epidemiology and burden of disease
- GMH policy, strategy and service development
- Cultural aspects of GMH with a perspective on case definitions
- Needs assessment for GMH in crisis situation
- GMH and its manifestations: clinical cases
- Therapeutic approaches in GMH
- Anthropological concepts of GMH
- GMH case studies (from participants' home countries)

Learning methods:

The course uses a mixture of interactive lectures, individual assignments, case studies, group work and presentations, and a panel debate.

- Pre-course preparation of case study (5 hours)
- Preparatory reading (10 hours)
- Interactive lectures (16 hours)
- Facilitated group work (5 hours)
- Individual and group presentations (7 hours)
- Panel debate and plenary discussion (3 hours)

- Individual written assignments (14 hours)

In preparation for the course, participants are expected to prepare a five-minute presentation (not to be assessed) on a GMH topic of their choice. This can be a presentation of the situation of GMH in a region/country/district or in a particular population/sub-population.

Assessment procedures:

- 60% individual written assignment.
  Essay: critical synthesis of retrieved information (2500 words) on topics selected by participants with agreement of the course coordinator. The essay must be delivered within 1 week of the end of the course.
- 40% group presentation (15 minutes + discussion)
  (peer assessment using a standard form accounts for 10% and two facilitators´ assessment using a standard form account for 15% each)

If the student fails to reach the passing grade of 60% (average from both assessments), s/he will be able to re-submit the individual written assignment not later than 2 weeks after receiving coordinator's comments.

Health Systems Strengthening

Course Coordinators	Dr. Revati Phalkey
Duration and dates	1 week June 03 – 07, 2019
Credit points and SIT	2 ECTS 60 hours SIT (36.5 contact time and 23.5 self-study hours)
Module	Advanced Module
Status	Additional (part time students only)

Learning Objectives:

This course aims to provide students with the necessary tools to develop and to successfully implement Health systems strengthening (HSS) interventions in low/middle-income countries (LMICs), in order to maximize impact of national disease-control programs. At the end of the course, students will be able to:

- Critically discuss theoretical and practical aspects of HSS in the context of LMICs, including multiple conceptual frameworks, strategic approaches to HSS, and political and economic aspects that determine health policy choices
- Apply operational aspects of HSS, including diagnosing the gaps in health systems performance, designing high-impact interventions and measuring performance of health systems strengthening programs
- Examine the global health landscape relevant to HSS, including global health funding architecture, partnership mechanisms and technical support mechanisms

Content:
- Overview of health systems and health systems strengthening in LMICs
- Comparative health systems and reforms in LMICs
- Diagnosing gaps in health systems performance
- National health strategy as the entry point for health systems strengthening programs
- How does the health system deliver healthcare? Understanding the supply factors that are necessary for healthcare delivery
- Resources for an effectively performing health system: Human resources, money, data
- How does health systems strengthening maximize the impact of national disease programs?
- Creating enabling partnership environments for health systems strengthening at the national and global levels
- Health systems strengthening in challenging operating environments
- Monitoring and evaluation of HSS programs

Learning methods:

The course aims to initiate an active participatory learning process. It uses a mixture of interactive lectures, individual assignments, case studies, group work and presentations.

- Interactive lectures 21hours
- Group work (incl. case studies): 21 hours
- Assessed group presentations 3 hours
- Preparatory reading 8 hours
- Written assignment 7 hours

Assessment procedures:
(I) 40% Group-work Power Point presentation:

The group work consists of a 20-minute group presentation on a topic the groups decide on together with the coordinator at the first day of the course. Presentations will be delivered on the 5th day.

Topics could include for example:

1. Comparative analysis of health systems in two low/middle-income countries.

2. Comparative analysis of strengths and weaknesses of two National Health Systems Performance Assessment reports.

3. Analysis of strengths and weaknesses of a National Health Sector Strategy based on JANS review (Joint Assessment of National Strategies).

4.Design, implementation and impact analysis of integrated service delivery platforms.

5.Analysis of global health partnership landscape in the context of HSS: Global Fund, GAVI Alliance, World Bank/Global Financing Facility

(ii) 60% individual written assignment:

Essays will be between 1500-2000 words. For the essay, participants choose a topic together with the course coordinator from a list of topics provided by the coordinator.

Participants will have the opportunity to discuss the outline and structure of their essays with the course coordinator throughout the week. Essays are to be submitted the latest one week after the course end.

If the student fails to reach the passing grade of 60% (average from both assessments), s/he will be able to re-submit the individual written assignment not later than 2 weeks after receiving coordinator's comments.

Quality Management in International Health

Course Coordinators	Dr. Sylvia Sax
Duration and dates	2 weeks June 10 – 21, 2019
Credit points and SIT	4.5 ECTS 135 SIT (50 hours self-study + 85 hours contact time)
Module	Advanced Module
Status	Additional (part-time students only)

Learning Objectives:

By the end of the module the participants should be able to:

- Appraise recent developments and challenges in assuring healthcare quality in low and middle income countries.
- Critically analyse international healthcare quality management and patient safety mechanisms and their global transferability.
- Differentiate roles of stakeholders in managing healthcare quality improvement initiatives and activities both locally and globally.
- Design a framework for strengthening healthcare quality in their country or region using key quality improvement principles and mechanisms.
- Apply personal and team skills to lead the use of quality management tools and mechanisms in their setting.

Content:

- Major steps and trends in the healthcare quality and patient safety movements
- Quality management and patient safety principles, mechanisms and tools and their contextual relevance
- Leadership and managing healthcare quality including ethical and cultural aspects
- Leading teams to use quality management tools
- Healthcare quality evaluation mechanisms in low and middle income contexts
- Quality management case study set in a middle-income country and assessment tool to critically evaluate quality
- Skills development in healthcare quality evaluation
- Guided exercise and field trip to critically analyse quality management mechanisms in German healthcare facilities
- Implementing healthcare quality management mechanisms and tools in low and middle income countries
- Designing and sustaining a healthcare quality management framework in a low or middle income country or regional context.
- Internet resources, publications and grey literature for healthcare quality management

Learning methods:

- A total of 45 SIT hours' individual self-study time need to be invested prior to the contact time in Heidelberg. All information and materials will be made available 3 weeks before course start. Pre-course work includes
- Individual exercise including readings and analysis of Nanda Devi Case Study and completion of quality assessment tool (32 hrs)
- pre-course completion of healthcare quality management history exercise based on key readings (13 hrs)

- This course fosters a participatory learning environment combining interactive lectures (35%), case studies, facilitated individual and group work and presentations (45%), role play, debates and discussions (10%) and a field visit to a health-care facility (10%). Course participants are expected to attend teaching sessions full-time and participate actively in discussions and group assignments.

Assessment procedures:
Participants' achievement of the learning objectives will be assessed at the end of the course on:

- 65%: 2 hours closed book examination using multiple choice questions, short answer questions and one 2-page essay question
- 35%: 20 min group presentation on health facility evaluation exercise

If the student fails to reach the passing grade of 60% (average from both assessments), s/he will required to do an individual written assignment (2000 words essay on a healthcare quality management topic negotiated between the student and the coordinator) to be submitted not later than 2 weeks after receiving coordinator's comments.

Consultancy Skills in International Cooperation in Health: Evaluation of Health Facilities, Projects and Programmes

Course Coordinators	Dr. Sylvia Sax
Duration and dates	2 weeks June 24 – July 05, 2019
Credit points and SIT	3 ECTS 90 SIT (75 contact hours + 15 self-study hours)
Module	Advanced Module
Status	Additional (part-time students only)

Learning Objectives:

At the end of the course the participants will be able to:

- Identify, adapt and use principles, processes and tools for evaluation of health facilities, projects and programmes
- Use key consultancy tools and mechanisms
- Apply the principles of effective writing in evaluations
- Use team building and team management skills
- Analyse personal skills to develop a consultancy career plan

Content:

The course includes the following topics:

- Evaluation and Consultancy: The Basics
- Evaluation: Key Principles, Methods and Tools
- Using Quantitative and Qualitative Methods in Evaluation
- Basic Skills of an Evaluator as an Individual and as a Team Member including team role play session
- Planning an Evaluation in a low or middle income setting

- Effective Writing Techniques, including Report Writing
- Critical Review of Evaluation Reports
- Designing and Providing Effective Feedback to Different Stakeholders
- The Consultants Reference Points: Client Requirements and Regulations
- Terms of Reference in your Consultancy Practice
- Planning a Consultancy Career
- Cultural and Ethical Aspects of Consultancy
- The Consultant: Expectations and Experiences

Learning methods:

The course uses interactive lectures (20 hrs) case studies (10 hrs), evaluation reports and tools (30 hrs), discussions with international consultants (4 hrs), individual and group exercises, plenary discussions (10.5 hrs.), individual self-study (15 hrs.) and individual coaching session (0.5hrs).

Assessment procedures:

Assessment is based on two individual assignments:

- 60 % of the overall grade is assessment against specified criteria of group presentations (20 minutes) of an evaluation exercise by facilitator (70%) and peer (30%).
- 40 % of the grade is facilitator assessment of an individual consultancy plan exercise (6-8 pages).

If the student fails to reach the passing grade of 60% (average from both assessments), s/he will be required an individual written assignment (2000 words proposal on a topic negotiated between the student and the coordinator) to be submitted not later than 2 weeks after receiving coordinator's comments.

Mixed Methods

Course Coordinators	Dr. Malabika Sarker Dr. Manuela De Allegri Shannon McMahon
Duration and dates	2 weeks July 08 – 19, 2019
Credit points and SIT	3 ECTS 90 hours SIT (75 contact hours, 15 self-study hours)
Module	Advanced Module
Status	Additional (part-time students only)

Learning Objectives:

Focusing on the joint application of quantitative and qualitative tools and methods, this course aims to train participants to conduct mixed methods research.

This course will enable participants to:

- appreciate the epistemology of research and its direct influence on the methodological choices in the everyday practice of research in international health;
- identify the most common quantitative and qualitative methodological tools used in research in international health;
- critically analyse the role and the specific contribution of quantitative and qualitative methods to research in international health;
- assess which research questions and in which situations require the application of mixed methods research;
- apply the knowledge and skills acquired in class to develop and carry out an individual research protocol using a mixed methods approach.

Content:

- Analytical appraisal of quantitative and qualitative methods as applied in different areas of research in international health
- Theory and practice of mixing quantitative & qualitative research methods: answering questions why? What? When? How?
- Controversial aspect of using mixed methods in international health research
- Personal skills development in the application of mixed methods research both in high and low and middle income countries
- Case studies of mixed methods research in the fields of malaria control, HIV/AIDS, health financing, women's health, and clinical management
- Planning, designing, and writing an individual mixed methods research protocol suitable for grant application

- Overview of epistemology of research with an emphasis on the critical assessment of theories on how knowledge is generated and retained

Learning methods:

The course uses a mixture of conceptual teaching and case studies from the field to illustrate the role of mixed methodology and instruct participants on its applicability in international health research both in high and low and middle income countries.

The course is composed of a series of lectures, class discussions, group exercises, self-directed learning, and individual tutoring. Participants will work individually and in groups of 4-6 students. Students will be divided in groups of max 5 people with similar interests and/or areas of focus.

Individual tutoring on their own research protocol will be delivered by one of the lecturers within these pre-established groups. This arrangement will allow both the lecturer and the peers to comment and offer feedback already during the proposal development phase.

Assessment procedures:

Assessment of participants' achievement of the learning objectives will be determined by:

- Group presentation on selected case studies: 30%
- Individual written research proposal to be delivered at the end of the course: 70%

Applying the Rights Based Approach in Achieving Health Related SDGs	
Course Coordinators	Huzeifa Bodal Dr. Florian Neuhann
Duration and dates	1 week + pre-reading July 22 – July 26, 2019

Credit points and SIT	2 ECTS
	
	 60 hours SIT
	     30 hours' lectures/contact time,
	     15 hours group work and presentations,
	     15 hours self-directed learning (10 hours are allocated
	     for pre-reading before course start + 5 additional hours
	     for individual assignment after course)

Module	Advanced Module
Status	Additional (part-time students only)

Learning Objectives:

By the end of the Course participants should be able to:

- Critically appraise the importance of the rights based approach in achieving the promise of the 2030 Agenda for Sustainable Development to "leave no one behind," focusing on health related SDGs.
- Debate key international, national and regional mechanisms designed to protect and promote human rights within the health sector.
- Design strategies to advocate for and monitor the application of human rights principles in the health sector to achieve health related SDGs.

Content:

The course includes the following topics:

- Theoretical framework and general concepts and principles of human rights, their relationship to and impact within the health sector
- Rights based approach in achieving the promise of the 2030 Agenda for Sustainable Development to "leave no one behind," with particular emphasis on health related SDGs.
- Country case studies about integration of a human rights based approach into health policies, strategies, programming, implementation as well as monitoring and evaluation, with relation to indicators of health related SDGs
- Policy briefs for advocating application of human rights principles in the health sector.
- Roles of state and non-state actors in terms of rights-holders and duty-bearers

Learning methods:

The course aims to initiate an active participatory learning process. It uses a combination of lectures, case studies, films and discussions in plenary (= total 30 hours), group work and presentations (= total 15 hours) and self-study (=15 hours).

Assessment procedures:

Course participants are expected to attend teaching sessions full-time and participate actively in discussions and group assignments.

Assessment is based on an individual written assignment (approx. 1000 words); The writing task will be introduced during the first day of the course and will be submitted one week after course end the latest. The participant can choose between two options:

- Policy brief for audiences such as decision-makers in the ministry of health, members of health committees in parliament, etc.
- An essay arguing the advantages and disadvantages of a health policy or a public health law.

If the student fails to reach the passing grade of 60% s/he will be able to submit a new written assignment on a different topic to be agreed upon together with the course coordinator and to be submitted not later than 2 weeks after receiving assessment result.

4.5 Thesis & Oral Exam

Master's Thesis and Final Oral Exam		43
Thesis Coordinator	Dr. Gisela Kynast-Wolf	
Duration	4 months	
Credit points	20 ECTS (SIT 600)	
Module	Thesis and Oral Exam	
Status	Mandatory	

Learning Objectives Thesis & Oral Exam:

By the end of the module students should be able to:

- Work independently, within a given period of time and using academic methods, to address a problem from the field of international public health

- Find, analyse, evaluate, select and integrate information using various sources

- Formulate research questions and hypotheses, and operationalise them.

- Develop a research plan

- Conduct systematic scientific research applying qualitative and quantitative research methods as well as public health theory

- Consider ethical aspects of public health research

- Demonstrate the ability to analyze and critically evaluate different methodological and theoretical approaches in public health research in written and spoken English

- Present and discuss the findings of their research in written and spoken English

Learning Methods:

There are three possible ways to complete a thesis research project:

1. Secondary Data Analysis: students may conduct an analysis of already existing data sets, such as DHS data or Living Standard Measurement Study (LSMS), household surveys or other kind of data collected to answer a specific research question. This includes a critical analysis of the quality of the data and the methods applied in during the data collection.

2. Field Study: students may conduct a primary data collection study during a stay in a field site. Study questions are normally provided by or developed in conjunction with a partner institution in the host country.

3. Literature Review/Systematic Literature Review: students may conduct a literature/ systematic literature review by using, analysing and discussing theoretical texts related to their research question and/or research reports from empirical studies conducted by third persons. In this case, the emphasis of the thesis lies on the critical analysis and discussion of the literature selected. Students must explain and justify the criteria for their selection of texts.

Learning and Teaching Methods: thesis market, thesis week (workshops, lectures, individual and 'public coaching', group work, self-study), thesis supervision, thesis presentations

Assessment Procedure:

(1) Master's Thesis:

The Master's thesis has to be submitted in form of a written research paper. The thesis will be assessed by two examiners, one of whom must be a professor or a junior professor. The first examiner should be the supervisor of the thesis. The grade of Master's thesis weighs 25% of the final MScIH grade. The examination is considered passed when the candidate's performance is graded as "sufficient" (4.0) or better by the two examiners.

(2) Oral Exam:

The final oral examination of 30 minutes is carried out by three examiners, including one external examiner. Contents cover the candidate's thesis topic, the Core Course Modules and Advanced Modules. The grade of the oral exam weighs 25% of the final MScIH grade. The examination is considered passed when the candidate's performance is graded as "sufficient" (4.0) or better by the three examiners.