

## **In the Name of God**

### **International Master of Public Health (I.M.P.H.) Degree Academic session 2015 – 2016**

#### **Important Dates**

Last date for receipt of completed application forms: June 30, 2015

Announcement of Appointees: Late July, 2015

Commencement of Academic Session: Late September, 2015

Visit us at: <http://gsia.tums.ac.ir/en/page/16667/Master-of-Public-Health-Program>

Tehran University of Medical Sciences is accredited with premier status by the Accreditation Service for International Colleges (ASIC). ASIC is recognized by the United Kingdom Department for Education and Skills (DfES), the United Kingdom Department for Universities, Innovation and Skills (DUIS), the United Kingdom Border and Immigration Agency (Home Office) and the United Kingdom Office for Standards in Education (Ofsted).

Times Higher Education (THE) released the latest ranking of top 100 Asian universities on April 10, 2014 and in this ranking, TUMS has been given 83rd rank in Asia. This is based on a using 13 performance indicators in 5 areas including teaching, research, citations, industry income and international outlook.

#### **Master of Public Health**

The Master of Public Health (I.M.P.H.) is the standard professional Public Health program recognized throughout the world. The I.M.P.H. program is designed to provide an incredible opportunity for students to learn fundamental skills in core areas of Public Health. The program is tailored to meet the needs of individuals working in or planning to work in the public health profession and serves to those seeking a broader sense of knowledge to improve health services for the community. The I.M.P.H. program at Tehran University of Medical Sciences is a 32-credit program. This program lasts normally one academic year with a possible extension for one and a half years including thesis. It will be conducted on a full-time basis starting in September 2015.

#### **TUMS School of Public Health**

Established in 1966, the School of Public Health is the oldest and largest center of health studies in Iran, being the first in the country to train specialists in a wide range of disciplines. I.M.P.H. program was established in Iran for the first time in 1967 in this faculty. It went on from 1973 and simultaneously two international programs were run in English in cooperation with World Health Organization with concentration on Malaria. Almost all graduates of initial courses now have retired and the faculty is proud of them to be the source of valuable service in health systems in their countries of origin and for the health

of their people. For instance, Iranian Primary Health Care Pilot Project, which is a remarkable example of this kind of service in the world, was an apprenticeship project for training students who later became the founder of P.H.C. in Iran. Based on the services provided by graduates of I.M.P.H., currently there are over 17,000 health houses in the country covering even the most distant areas. The second course of the program initiated in 1984, and there have been 48 periods of student reception so far. In the academic year 2012-2013, a new period for admissions of international students was initiated and, at the present time, 13 students from India, Bangladesh, Afghanistan, Tajikistan, Pakistan, Uganda, Somalia and Djibouti are pursuing their education in International Master of Public Health.

## **Course Concentration Areas**

The major characteristic of courses in I.M.P.H. is intended to increase student skills in practical activities. To this end, the programs are mostly focused on promoting skills rather than merely on academic aspects of the students. Thus, the practical works are more in these courses compared to other courses in the faculty.

### **Core Courses (15 credits)**

Core courses are compulsory for all I.M.P.H. majors. They should be taken in the first term of the academic year. These courses include Principles of Epidemiology and Preparation of Research Grant Applications, Biostatistics and Applied Data Analysis, Public Health Nutrition, Health Systems, Environmental Health, Health Economics and International Health.

### **Major Courses (11 credits)**

After completion of the core courses, the students will attend the courses that fit their areas of interest. This allows for a personal tailor-made academic program to fit the student's individual needs and career goals. In academic year 2015-2016, students have the opportunity to specialize in the control of Non-Communicable Diseases (NCDs) as one of the major areas of public health which is urgently needed for many countries. The following major courses are offered in the academic year 2015-2016: NCDs, Epidemiology, Health Promotion and Life Style, Social Determinants of Health, Management and Planning of NCDs, Policy Analysis for NCDs and Surveillance of NCDs.

### **Complementary Courses (6 credits)**

Complementary courses are usually held in Summer. These courses include internship and thesis dissertation.

## **Admission Requirements**

The Master of Public Health program has a competitive admissions process and seeks to admit students who demonstrate the potential to be successful in graduate school and are committed to the public health profession, as evidenced by their interests, backgrounds and experiences.

Preference for admission to the I.M.P.H. program will be given to applicants with clearly identified career goals that are consistent with the anticipated training, a strong academic record and background, some actual field and health services management experience and impressive references, ensuring of success as a public health professional. The following groups of applicants will be considered for the program:

- Graduates of professional doctoral programs such as Medicine, Dentistry, Veterinary Medicine or Pharmacy.
- Graduates of Master's or equivalent degrees of health related programs.

## **Language of Instruction**

This program will be conducted entirely in English. Participants are expected to be fluent in spoken and written English. Applicants must provide documentary evidence of their proficiency in English. International applicants for whom English is not the native language are required to submit a minimum of a 5.5 band score in IELTS or its equivalent TOEFL iBT or PBT score.

## **Attendance and Accreditation**

The participants are expected to attend at least 14 out of 18 sessions and all field visits throughout the course. Those participants fulfilling the attendance requirements and reaching a satisfactory standard will be awarded the I.M.P.H. Degree from Tehran University of Medical Sciences.

## **Admission Criteria**

All applicants for the I.M.P.H. program must:

- meet admission requirements,
- meet English language requirements (IELTS or TOEFL),
- be preferably below 45 years of age,
- having good physical and mental health to undertake program activities (documentary evidence is needed),
- submit Reference Letters from academic members or senior public health officials.

## Nomination

The nominees should complete the Online [Application Form](#), accompanied by a [Letter of Motivation](#) and [updated C.V.](#) by June 30, 2015.

If the application forms are neither fully completed nor duly submitted, it may result in the rejection of the application.

For any query and coordination, please contact the relevant admissions officer at:

[mailto:admission\\_ic@tums.ac.ir](mailto:admission_ic@tums.ac.ir)

or via the numbers (+98 21) 8889 6692 or (+98 21) 8889 6696

## Admission Procedures

This program has a maximum capacity of 21 available seats. Selections for the I.M.P.H. program will be made by TUMS Admission Committee. They will review applications and select the most competent applicants. The acceptance letters will be sent to the successful applicants by TUMS. TUMS will also send detailed information on visa, travel and accommodation arrangements in Iran.

## Other Important Information

Participants

- are responsible for the accuracy and correctness of the information provided in the application forms.
- are committed to complete the program successfully.
- are obliged to observe rules, regulations, code of conduct and conditions of the host country and TUMS
- are not entitled to any right to work while in the program

## Curriculum

Core Courses (15 credits)

- Principles of Epidemiology and Preparation of Research Grant Applications (3)
- Biostatistics and Applied Data Analysis (3)
- Public Health Nutrition (2)
- Health Systems (2)
- Environmental Health (2)
- Health Economics (2)
- International Health (1)

## Major Courses (11 credits)

- NCDs Epidemiology (2)
- Health Promotion and Life Style (2)
- Social Determinants of Health (2)
- Management and Planning for NCDs (2)
- Policy Analysis for NCDs (2)
- Surveillance of NCDs (1)

## Complementary Courses (6 credits)

- Internship (2)
- Thesis Dissertation (4)

## Course Descriptions

### C1. Principles of Epidemiology Preparation of Research Grant Applications (3 credits)

#### **Aim**

To provide basic concepts of epidemiologic methods and their application in public health practice. Students should provide a proposal for a problem related to NCDs in this course.

#### **Description**

This course introduces principles and methods of epidemiologic investigations. In addition, application of epidemiologic methods to screening of diseases and health services are briefly described. The major topics include epidemiological measures, study design, investigation of outbreaks, natural history of diseases, study designs and validity and reliability.

#### **Course Content**

- Definition and history of epidemiology
- Epidemiologic approach to public approach
- Diseases occurrence measurements
- Epidemiologic methods, including:
  - Descriptive
  - Cross sectional
  - Case control
  - Cohort o Interventional
- Interpretation of epidemiologic findings
- Screening tests, performance assessment
- Steps for developing a research proposal from selection of topic to budget estimates

## **References**

Gordis, L. (2005). Epidemiology (3rd edition). Saunders.

## **Methods of Assessment**

Final Exam; Assignments; In-Class Activities

Development of Proposal in Group and Individually

## C2. Biostatistics and Applied Data Analysis (3 credits)

### **Aim**

To learn the application of basic statistical techniques in public health practice and give practical skills for data analysis with simple statistical computer packages.

### **Description**

This introductory course intends to provide the students with a broad overview of biostatistics and statistical concepts used in the medical and public health sciences. The emphasis is on the application of the statistical methods rather than on mathematical details. Basic concepts of statistical inference including hypothesis testing and confidence intervals are introduced.

### **Course Content**

- Definition of statistical testing, confidence interval, types one and two of errors and statistical power
- Point and interval estimates of quantitative and qualitative variables
- Sample size calculation for common study designs
- Statistical tests for comparison of two means (dependent and independent) and Statistical tests for comparison of two proportions (dependent independent)
- Concepts for analysis of the variance and linear regression
- Introducing to rate, proportion, relative risk and odds ratio
- Odds ratio estimation and testing
- Estimation of common odds ratio and its confidence interval

## **References**

Jewell, P.N. (2004). Statistics for Epidemiology. CRC press: Philadelphia

## **Methods of Assessment**

Final Exam; Assignments; In-Class Activities

## C3. Public Health Nutrition (2 credits)

## **Aim**

At the end of the course, the student is expected to demonstrate his skills in designing, management and evaluation of food and nutrition programs. Especially the student should be able to:

1. To discuss national and international initiatives and considerations that could impact on food and nutrition programs
2. To discuss on different approaches to food and nutrition programs aimed at improving the nutritional status
3. To explain the basics and stages of design and management cycle
4. To develop a food and nutrition program

## **Course Content**

- Principles, application of methods / approaches and theories of planning, management and evaluation in food and nutrition programs at macro and micro levels
- International and national initiatives related to food and nutrition
- National action plan for nutrition
- Role of nutrition in national development
- Definition of concepts
- Principles and approaches to planning and management of food and nutrition programs
- Planning and management of food and nutrition programs
  - o Situation analysis
  - o Goal setting
  - o Selection of nutritional interventions and strategies
  - o Implementation
  - o Follow up and evaluation
- Planning and management issues of food and nutrition programs
- Food and nutrition assessment in a community
- Developing of the community's nutrition action plan

## **Methods of Assessment**

Exams (50%), training (30%), and case study: nutritional situation and practical programs in selected communities (20%)

## **References**

Allen, L. H. and S. R. Gillspie. (2001). What Works? A review of Efficacy and Effectiveness of Nutrition Interventions. SCN Policy No. 20, ACC/SCN Geneva and ADB Nutrition and Development Series NO. 5. Manila: Asian Development Bank.

Gillespie, S. and Haddad, L. J. (2003). The double burden of malnutrition in Asia: Causes, consequences and solutions. New Delhi: Sage Publications.

Gillespie, S. and Mason, J. (1991). Nutrition Relevant Actions. Some Experiences from the Eighties and Lessons for the Nineties. ACC/SCN State-of-the-Art Series Nutrition Policy Discussion Paper No. 10.

Ismail, S., Immink, M. and G. Nantel. (2002). Improving nutrition programs: An assessment tool for action. Rome: FAO-UN.

Jennings, J., Gillespie, S. R., Mason, J.B., Lofti, M and Scialfa, T. (1991). Managing Successful Nutrition Programs. ACC/SCN State-of-the-Art Nutrition Policy Discussion Paper No. 8. Geneva: ACC/SCN.

#### C4. Health Systems (2 credits)

##### **Aim**

This course will cover the basic functions of health systems and examine the main challenges to health systems in different countries.

##### **Description**

The course covers discuss needs, demand and use of health care; lay and formal care; different levels of health services; health professionals; financing health systems; processes of health services; professional-patient relationship; organizing health systems; primary care systems; health systems at national levels; assessing quality and quality improvement.

##### **Course Content**

- Introduction to health care systems
- Disease, illness and knowledge
- Need, demand and use of health care
- Health care professionals
- Patients and care
- Financing health systems
- Provider incentives in health care
- Health sector reform
- Primary care systems
- Decentralization, autonomy and accountability
- Public and private sectors in health systems
- Health systems at national levels
- Improving quality of health services

##### **References**

World Health Organization (2000). The world health report 2000. Health systems: Improving performance. World Health Organization.

Black, N. and Gruen, R. (2005). Understanding health services. Open University, Maidenhead.

##### **Methods of Assessment**

Final Exam; Assignment (a critique of a health system of choice); In-Class Activities



## C5. Environmental Health (credits 2)

### **Aim**

1. Introduction to a broad range of environmental science and public health factors that affect the health of a community
2. Understand the impact of exposures from air, water and land by biological, chemical and physical agents on environmental and public health
3. Acquaint students with the scope and magnitude of the interaction between human health and the environment
4. Emphasize interrelationships between various environmental elements, and how those interrelationships must be recognized in designing environmental controls
5. Familiarize the student with the concepts utilized in environmental intervention strategies to protect human health

### **Description**

The course offers a broad background introduction to the analysis of the health consequences of exposure to air, contaminated water, wastewater, municipal and industrial solid wastes and other special environments contaminated by biological, chemical and physical agents.

### **Course Content**

- Introduction, Overview & Structure of Environmental Health
- Water Pollution: Water quality and quantity, Water and health, Water born diseases, Sources, pollutants
  - Field Trip: Water Intake
- Water quality guidelines and standards
- Introduction to water treatment processes
  - Field Trip: Water Treatment Plant
- Wastewater Treatment: Definitions, pollutants, general aspects of treatment
- Introduction to biological wastewater treatment
  - Field Trip: Wastewater Treatment Plant
- Air pollution: general definitions, pollutants, health effects
- Air pollution control strategies and technologies
  - Field Trip: Air pollution monitoring system
- Global aspects of air pollution (Ozone layer depletion, acid rain, global warming)
- Solid Waste: general definitions, health implications, sources and classifications
- Solid Waste collection and disposal systems
  - Field Trip: Composting factory, Landfill site

### **References**

Koren H. (1991), "Handbook of Environmental Health and Safety", Lewis Publisher. Salvato J. A. (1992), "Environmental Engineering and Sanitation", John Wiley & Sons, Inc.

WHO, WMO, UNEP (2000). "Global UV Index", WHO USEPA, (1995), "Air Quality Index", EPA

### **Methods of assessment**

10% Reports of Field Trips; 10% Individual Paper (6-8 pages) based on a group project; 20% Assignments using web-based resources and case-studies; 40% Comprehensive Final Exam.

### C6. Health Economics (2 credits)

#### **Aim**

This course introduces basic concepts of health economics and their contribution to our understanding of health systems at different levels.

#### **Description**

It covers topics such as determinants of demand, supply and costs of production; concepts of elasticity, basic market model, market failure, arranged and internal markets in health care; models of financing health systems through insurance, social insurance, taxing, out-of-pocket etc.; theories of equity in health; role of incentives in health systems and its relationship with efficiency and equity.

#### **Course Content**

- Introduction to health economics
- Supply and demand for health
- Agency relationship, provider induced demand, moral hazard
- Efficiency in health care
- Markets and quasi-markets in health
- Market failure
- Equity
- Remuneration methods and incentives
- Financing health systems
- Insurance, DRGs and HRGs
- National health accounts
- Resource allocation
- Priority setting
- Challenges to health economics

#### **References**

Folland, S., Goodman, A.C. & Stano, M. (2004). The economics of health and health care. Pearson Prentice Hall: New Jersey.

McPake, B., Kumaranayake, L. & Normand, C. (2002). Health economics: An international perspective. Routledge: London.

Fuchs, V. R. (2000). The future of health economics. Journal of Health Economics, 19, pp. 141-157.

## **Methods of Assessment**

Final exam; Assignments; In-Class Activities

### C7. International Health (1 credit)

#### **Aim**

- Familiarity with the principles, rules and regulations at the international level
- Investigation of criteria for classification of health systems in the world (the degree of economic development, the geographical criteria, geopolitics and regional divisions of WHO)
- International organizations and health
- International health regulations
- Methods of providing healthcare in the world, with an emphasis on the political-economic systems of the countries
- Proposed models for dealing with basic health needs of developing countries
- Adapting to different care models with varying degrees of development
- WHO policies and recommendations
- Experiences in Iranian health system
- Health system performance assessment at the international level
- Millennium Development Goals (MDGs) and Post MDGs

#### **References**

World Health Organization (2000). The world health report 2000. Health systems: improving performance. World Health Organization.

Lassey L. Marrie and Lassey R. William and Jinks, J. martin. Health Care systems around the world. Characteristics, Issues, Reforms. Newjersy 1997.

Djukanovic V. Mach E. P Alternative Approaches to Meeting Basic Health Needs in Developing Countries. A joint UNICEF / WHO study WHO 1976

#### **Methods of Assessment**

Written Examination at the End of the Semester

Situation Analysis of a non-communicable disease at the international level, regulations and programs underway and related challenges and opportunities

### M1. Non-communicable Disease Epidemiology and Control (2 credits)

#### **Aim**

Familiarity of students with the epidemiology of non-communicable diseases.

## **Description**

This course covers the major NCDs (e.g. heart disease, cancer, diabetes etc.) and their impact, methods of prevention and special problems that are associated with them.

## **Course Content**

- Introduction to principles of NCDs epidemiology
- The impact of NCDs on global burden of diseases
- The role of screening programs on prevention of NCDs
- Evaluation of NCDs
- Epidemiology and control of:
  - Accidents and injuries
  - Cardio vascular diseases
  - Cancer diabetes mental health
  - Iodine deficiency disorders
  - Addiction
- Occupational epidemiology
- Environmental epidemiology
- Nutrients as risk factor for NCDs
- World Health Organization's approach to NCDs control

## **Methods of Assessment**

Final Exam; Assignments; In-Class Activities

## M2. Health Promotion and Life Style (2 credits)

### **Aim**

To understand the basic theories of health, health behavior and health promotion and how they can be utilized for improving public health.

### **Description**

This course covers health promotion theories, definitions of health and individual, social and structural determinants of health. Lectures will cover topics such motivational interviewing, peer education, mass media campaigns, social marketing, media advocacy, community development, and settings-based health promotion. It will discuss different models of facilitating individual behavior change including health psychology theories.

### **Course Content**

- Introduction to health promotion
- Health promotion theories
- Theories of behavior change
- Theory of planned behavior
- Health belief model

- Stages of change model
- Designing health promotion interventions
- Role of health promotion targets
- Sexual health
- Smoking and other addictive behaviors
- Healthy lifestyles
- Physical activity
- Ethics of health promotion
- Putting health promotion evidence into practice

## References

Naidoo J and Wills J (2005). Public health and health promotion, developing practice. Bailliere Tindall, Edinburgh.

Glanz K, Rimer BK and Lewis FM (2002). Health behavior and health education, theory, research and practice. Jossey-Bass, San Francisco

Michie S and Newman S (2000). Preface to models and methods in health psychology. Psychology and Health, 15, i-iii.

## Methods of Assessment

Final Exam; Group Activity (planning a health promotion intervention); In-Class Activities

### M3. Social Determinants of Health (2 credits)

#### Aim

The learner is expected to obtain the following competencies at the end of the course:

- To explain the concepts and importance of equity in health
- To describe philosophy, history and origin, basic concepts and definitions underlying social determinants of health and state its relevance to equity in health
- To be familiar with the Commission on Social Determinants of Health in World Health Organization and describe its goals
- To explain and criticize experiences and activities of other countries and WHO partner countries in SDH
- To describe national and international (for example, city plan, healthy village and goals of the millennium) macro programs and explain their relevance to equity in health and approach of social determinants of health
- To identify inequalities in the health of individuals and communities and specify their social factors through various methods including data analysis and measurement of indices
- To enumerate major social determinants of health ☐ To state principles of action for reducing inequity in health
- To investigate and criticize national policies, programs, interventions and experiences from the perspective of equity in health

- To describe interventions and actions related to approach to social determinants of health in different national sectors
- To propose strategies for inclusion of public institutions in the approach to social determinants of health and equity in health
- To describe national interventions and programs related to social determinants of health and equity in health
- To propose a national program for social determinants of health and equity in health

#### M4. NCDs Planning and Management (2 credits)

##### **Aim**

Designing and management of programs aiming at promoting community health, especially for improving various health indices (indices of death, disease and access and utilization) are the main activities of the health systems. This course introduces the basics for designing a successful health program in control of NCDs

##### **Course Content**

- Planning principles
- Analysis of current situation
- Classification of problems and issues
- Classification of resources, capabilities and capacities
- Identifying evidence-based interventions and effective tools for solving problems
- Developing and defining goals and objectives
- Analyzing the successes and failures of current interventions
- Developing the operational objectives and indicators of success
- Program budgeting
- Designing implementation plan
- Classification of operational, organizational structure
- Determination of specific interventions
- Empowerment of human resources
- Resource management
- Supervision and monitoring and data systems
- Program evaluation

##### **Methods of assessment**

Final Exam (50%), Class Presentation, Group Work (planning for solving a health problem) (50%)

##### **References**

Iles, V., and Sutherland, K. (2001). Managing change in the NHS. Organizational change: a review for health care managers, professionals and researchers. London: National Co-coordinating Centre for Service Delivery and Organization.

Shaw, R. P. (1999). New trends in public sector management in health: applications in developed and developing countries. Washington: World Bank Institute.

Griffin, R. W. (2005). Management (7th ed). Texas A&M University.

Ferlie, E. (1997). Large scale organizational and managerial change in health care: A review of the literature. Journal of Health Services Research and Policy, 2, pp. 180-188.

#### M5. Policy Analysis for NCDs (2 credits)

##### **Aim**

Health policy-making has a considerable impact on the costs, successes and failures of health systems, and thus scientific and systematic analysis of the policies is critical. Health policy analysis is a broad term for a group of methods which are used in this regard. The ultimate goal of the course is introducing major methods of policy making analysis, identification of weaknesses and strengths of different methods, decision making based on these methods and preparing students for analyzing health policy makings. Given the complexity of the issue in terms of content and concept, it is attempting to provide, if possible, all contents with factual examples from the real world and evidence in the world and Iran.

##### **Course content**

- Health policy and health politics, characteristics of policy making in NCDs
- Content and methods of policy making and the range of methods to analyze policy making
- The role of theory in policy analysis: theories of health policy and theories of policy implementation
- Linear models of policy analysis (stakeholder analysis, situation analysis, policy mapping and policy matrix)
- Qualitative methods and consulting methods of policy analysis
- Quantitative methods of policy analysis (Statistical Process Modelling)
- Models of decision making (policy making among multiple choices)
- Political analysis of health policy and analysis based on paradigms
- Common errors in policy analysis: methodology, content and concept errors
- How to learn from results of policies in other countries
- Analysis of national policies
- Macro changes in policies and structures of health system for improvement of health systems

##### **Methods of assessment**

Scientific Review of Selected Articles (40%), providing a protocol for implementing health policy analysis in the context of NCDs (30%), Classroom Activities (30%)

##### **References**

Buse, K., Mays, N. & Walt, G. (2005). Making health policy. London: Open University.

Fulop, N., Allen, P., Clarke, A. & Black, N. A. (2001). Studying the organization and delivery of health services: Research methods. London: Routledge.

Hill, M. & Hupe, P. (2002). Implementing public policy. London: Sage.

Collins, T. (2005). Health policy analysis: A simple tool for policy makers. Public Health. 119, 192-196.

Cheek, J. & Gibson, T. (1997). Policy matters: critical policy analysis and nursing. Journal of Advanced Nursing. 25, 668-672.

Oliver, A., Mossialos, E. & Maynard, A. (2005). The contestable nature of health policy analysis. Health Economics, 14, S3-6.

#### M6. Surveillance of NCDs (1 credit)

##### **Aim**

The aim of this course is to familiarize students with principles, design methods and evaluation of NCDs and its risk factors. To this end, concepts discussed in Summary Measure of population health such as estimation of burden of diseases, risk factors and injuries are discussed. Subsequently, students will learn design principles of care systems including diseases, disabilities and risk factors. Care systems for different disease including cancer registries are explained. Students will be familiar with the problems, research methods, risk factor and analysis and presenting care system data including STEPS. The major part of the course is evaluation methods of NCDs care system.

##### **Methods of Assessment**

One of the care systems at town level related to NCDs is investigated and students should criticize it and provide strategies for its improvement.

#### CC1. Internship (2 credits - 136 hours)

##### **Aim**

At the end of the course, the student is expected to be able to promote his knowledge, have more real perspective toward real world state and improve his competency in the application of the available knowledge regarding NCDs. Specifically, students should be able to investigate and identify important issues in public health in NCDs, have a proper analysis of the current status of respective organizations' program in this regard and considering intervention approaches in global literature, they should propose appropriate recommendations for stakeholders. Also, they should be able to work as a team member and identify ways of strengthening cooperation among team members, community and governmental and non-governmental organizations.

##### **Course Content**

This course is comprised of two parts:

1. Visit to NCDs-related service delivery centers in Iran from health houses, urban and rural health centers to Headquarters of Department of Health



2. Learners as a group consider a population and identify their problems, prioritize, design study of data collection and design related intervention.

### **Method of Assessment**

Practical Work Report (60%); Presentation in presence of representatives from stakeholder organizations (40%)

At the end of the course, the training team should provide a 30-page report including a one-page summary of the major findings, a three-page administrative summary and a twenty five-page report for stakeholders.

Presentation session in the presence of representatives from stakeholder organizations is considered for promoting transfer skills of the students (knowledge transfer) and the content appropriate for the target group should be provided and their ideas should be taken.

The content of the report may be as below:

- Description of the issue tasks in terms of the impact on integrated health
- Analysis of stakeholders
- Analysis of current situation
- Practical and specific recommendations for problem solving
- Recommendations for other students who are going to be trained in the center in the future
- Report appendixes including documents and additional information, working scheduled

### CC2. Thesis Dissertation (4 credits)

By definition, “the public health refers to all organized measures (whether public or private) to prevent disease, promote health, and prolong life among the population as a whole. Its activities aim to provide the conditions in which people can be healthy and focus on entire populations, not on individual patients or diseases. Thus, public health is concerned with the total system and not only the eradication of a particular disease. The three main public health functions are:

- The assessment and monitoring of the health of communities and populations at risk to identify health problems and priorities.
- The formulation of public policies designed to solve identified local and national health problems and priorities.
- To assure that all populations have access to appropriate and cost-effective care, including health promotion and disease prevention services.”

At the end of the course, the student is expected to present a thesis according to its definition in NCDs area. The thesis topic may be in Iran or any other country, and there is no necessity of presence in Iran during the thesis writing period. Thus, the student is bound to send his proposal, which should be approved by the relevant supervisor, to the thesis council from the termination of 14 courses until one month after the end of the training period. In case of failure to present the final report within a maximum

of 9 months after approval of the thesis (if there is no acceptable reason for the council), the student would receive a certificate for passing courses instead of the I.M.P.H. Degree. It is not expected from the student to be present in the faculty for defending his or her thesis, in case it is not done in Iran, and the jury will assess the thesis in a meeting within one month.