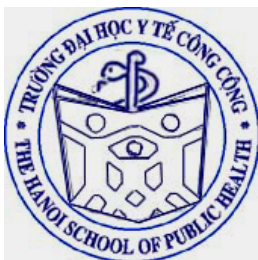


# **CURRICULUM FOR MASTER OF PUBLIC HEALTH TRAINING COURSE**

**PUBLIC HEALTH SCHOOLS WITHOUT WALLS (PHSWOW)**



© HSPH 2006

**Hanoi School of Public Health**

**138 Giang vo St.**

**Badinh-Hanoi-Vietnam**

**Telephone: 844 266 2299**

**Fax : 844 2662385**

**Email : lva@hsph.edu.vn**







## CONTENTS

---

INTRODUCTION .....	3
COURSE OBJECTIVES .....	4
COURSE PARTICIPANTS:.....	4
COURSE STRUCTURE: .....	4
TRAINING LOCATIONS: .....	4
CURRICULUM FOR FIRST YEAR OF TRAINING - SCHOOL-BASED PERIOD .....	6
OBJECTIVES.....	6
FIRST YEAR MODULES.....	6
BASIC MODULES.....	8
PHILOSOPHY/HISTORY OF MEDICAL AND HEALTH DEVELOPMENT IN VIETNAM.....	9
MODULE .....	11
ENGLISH .....	11
TEACHING METHODOLOGY IN HEALTH.....	13
PRIMARY AND SPECIALTY MODULES .....	15
MODULE .....	16
BASIC COMPUTER SKILLS.....	16
MODULE .....	17
EPIDEMIOLOGY.....	17
MODULE .....	ERROR! BOOKMARK NOT DEFINED.
BIO-STATISTICS.....	ERROR! BOOKMARK NOT DEFINED.
MODULE .....	23
HEALTH MANAGEMENT.....	23
HEALTH POLICY .....	25
MODULE .....	27
HEALTH ECONOMICS.....	27
HEALTH PROMOTION .....	29

(BEHAVIOURAL SCIENCES & HEALTH EDUCATION) ..... 29

TEACHING AND LEARNING METHODS ..... 31

ENVIRONMENTAL HEALTH ..... 33

MODULE ..... 35

**OCCUPATIONAL HEALTH** ..... 35

COMMUNITY - BASED REHABILITATION (CBR) ..... 37

MATERNAL AND CHILD HEALTH (MCH)..... 39

MODULE ..... 41

**DISEASE PREVENTION** ..... 41

RESEARCH METHODS IN PUBLIC HEALTH ..... 43

SELECTIVE COURSES ..... 46

FIRST YEAR EVALUATION..... 47

CURRICULUM FOR SECOND YEAR OF TRAINING - FIELD-BASED PERIOD ..... 48

GRANT CHART OF STUDENT ACTIVITIES AND SUPPORT SUPERVISION IN SECOND YEAR  
(FIELD-BASED PERIOD)..... 50

ANNEX ..... 56

LIST OF NATIONAL HEALTH PROGRAMS..... 63

TIME SCHEDULE FOR MPH COURSE ..... 64

## **INTRODUCTION**

This is the first time a 2-year curriculum for a comprehensive MPH has been developed in Vietnam. The process of developing this curriculum went through the following steps: first of all, a training needs assessment was carried out among staff working in health care at district and provincial levels. This staff had different backgrounds, but they had at least 2-year working experience in the health care system. This staff also represents potential candidates for the training program later on.

After obtaining the results of the training needs assessment, a group of experts in public health from the Hanoi School of Public Health and some other concerned institutions in the North came together and worked to translate the assessed needs into a draft public health curriculum. The contents were divided into different public health subjects such as health management, epidemiology, health education and promotion, etc. Then, a process of refining the curriculum itself was conducted, taking into account all results gotten from the training needs assessment. Additionally references from different schools of public health in the world were blended in. By doing this, we wanted that the curriculum developed included both the realities of Vietnam and the latest worldwide knowledge on these matters. So far, plans exist for reviewing this curriculum annually since we recognize that reality is changing very fast and a good curriculum must be updated, including its objectives, contents, methods of teaching, and methods of evaluation.

We are aware that this curriculum is not a perfect one. That is why we need as many comments and suggestions as possible from you.

## COURSE OBJECTIVES

At the end of the course the successful participants will have a sound general knowledge of public health and be able to:

1. Describe and interpret existing public health problems, trends in health and health related issues.
2. Apply qualitative and quantitative methods derived from health, population and social sciences.
3. Analyze, interpret, and communicate successfully the results of relevant public health studies and programs. Plan, conduct surveys and carry out project work.
4. Set up plan, manage and evaluate public health intervention.
5. Make informed and constructive criticism and pay judgment on a wide range of health issues.
6. Apply team work and communication skills effectively.
7. Apply basic information technology skills effectively.

## COURSE PARTICIPANTS:

- **Participant's background:**
  - Medical background : Medical doctors.
  - Non-medical background : Pharmacists, sociologists, economists etc.
- **Relevant working experiences:** 1-2 years in health sector.
- Applicant selection process is also based on the grade of entrance examination, which is required by the Ministry of Training and Education and Ministry of Health.

## COURSE STRUCTURE:

The full-time MPH course provides 20 months including:

<i>Period(s)</i>	<i>Number of credit(s)</i>
First 10 months: School-based training	76
Second 10 months: Field-based training	47 (include 12 credits for writing thesis)

## TRAINING LOCATIONS:

- Hanoi School of Public Health
- Health and health related Institutions
- Field training sites



## **CURRICULUM FOR FIRST YEAR OF TRAINING - SCHOOL-BASED PERIOD**

### **OBJECTIVES**

At the end of the first year, the participants should be able to:

- Acquire public health tools and preliminary competencies provided in each module.

### **FIRST YEAR MODULES**

#### **BASIC MODULES**

**MODULE: PHILOSOPHY/HISTORY OF MEDICAL/HEALTH DEVELOPMENT IN VIETNAM**

**MODULE: ENGLISH**

**MODULE: TEACHING METHODOLOGY IN HEALTH**

#### **PRIMARY AND SPECIALTY MODULES**

**MODULE: BASIC COMPUTER SKILLS**

**MODULE: EPIDEMIOLOGY**

**MODULE: BIO-STATISTICS**

**MODULE: DEMOGRAPHY**

**MODULE: HEALTH MANAGEMENT**

**MODULE: HEALTH POLICY**

**MODULE: HEALTH ECONOMICS**

**MODULE: HEALTH EDUCATION AND PROMOTION**

**MODULE: ENVIRONMENTAL HEALTH**

**MODULE: OCCUPATIONAL HEALTH**

**MODULE: COMMUNITY-BASED REHABILITATION**

**MODULE: MATERNAL AND CHILD HEALTH (MCH)**

**MODULE: DISEASE PREVENTION**

**MODULE: RESEARCH METHODS IN PUBLIC HEALTH**

# **MODULES**

# **BASIC MODULES**

<b>MODULE</b>	<b>PHILOSOPHY/HISTORY OF MEDICAL AND HEALTH DEVELOPMENT IN VIETNAM</b>
<b>Learning objectives</b> The students will be able to:	<ol style="list-style-type: none"> <li>1. Understand the basic concepts of philosophy applying in health.</li> <li>2. Apply philosophy in general and Marxism in public health research and analyzing of society problems</li> <li>3. Understand the history of medical and health development in Vietnam.</li> </ol>
<b>Number of credit(s)</b>	6
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. History of Western Philosophy</li> <li>2. History of Eastern Philosophy</li> <li>3. History of Marxism</li> <li>4. Review of the history of Eastern, Western, and Marxist Philosophies</li> <li>5. Essays on Anti- “Duy-Rinh”</li> <li>6. Essays on Critical Experiences</li> <li>7. Topics on Materialism</li> <li>8. Topics on the Proofs of Materialism</li> <li>9. Topics on Logical thinking</li> <li>10. Topics on Logic</li> <li>11. Topics on Socio-economic theory</li> <li>12. Topics on Social Class</li> <li>13. Topics on Social Revolution and Nationalism</li> <li>14. Topics on Humanism</li> <li>15. Topics on Capitalistic Society</li> <li>16. History of medical and health development in Vietnam</li> <li>17. Questions and Answers.</li> </ol>
<b>Methods</b>	Formal lectures, group work, essay will be integrated in the lectures.
<b>Lecturers of this module are from the Philosophy Institute</b>	Nguyen Tinh Gia, Ph.D., Tran Phuc Thang, Ph.D., Tran Van Phong, Ph.D., Nguyen The Kiet, Ph.D., Tran Thanh, Ph.D., Nguyen Ngoc Long, Ph.D.
<b>Facilitators</b>	Le Bao Chau, MD., MPH
<b>Materials used in class</b>	Handouts, case studies, individual exercises, overhead transparencies.

## **References**

1. **Giáo trình triết học dành cho đối tượng Cao học không chuyên ngành Triết học.** Học viện Chính trị Quốc gia Hồ Chí Minh, 1999
2. **Kinh tế chính trị Mác-Lê nin.** Nhà xuất bản Chính trị, 1999
3. **Triết học.** Bộ môn Mác-Lê nin, trường Đại học Y khoa Hà nội, 1996.
4. **Tài liệu phát tay của học viện Chính trị Quốc gia** cho từng nội dung cụ thể.

<b>MODULE</b>	<b>ENGLISH</b>
<b>Learning objectives</b> <b>The students will be able to:</b>	<ol style="list-style-type: none"> <li>1. Practice and communicate in common topics such as family, work, hobbies, etc., in English.</li> <li>2. Read and understand common medical English materials.</li> <li>3. Demonstrate and use correct tenses and basic sentence structures.</li> </ol>
<b>Duration</b>	180 Hours
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. The new headway</li> <li>2. Strategies for listening</li> <li>3. Practice speaking</li> </ol>
<b>Methods</b>	Formal lectures, group work, practice.
<b>Lecturers</b>	Nguyen Huy Quang, MSc., Ph.D. ; Nguyen Thi Bich Hai, MSc.; Nguyen Bich Ngoc, MSc.; Tran Van Anh, BA.; Nguyen Ba Hoc, MSc.
<b>Facilitators</b>	Tran Van Anh, BA.
<b>Materials used in class</b>	Handouts, individual exercises, self-assessment quiz, computers, Video, Cassette.

## **References**

1. Raymond Murphy. **English Grammar in Use**. Cambridge University Press, 1997.
2. Liz and John Soars. **Headway**. Oxford University Press, 1997.
3. **Lest examine the test**. Cambridge University Press, 1997.
4. **Momentum**. Oxford University Press, 1997.

<b>MODULE</b>	<b>TEACHING METHODOLOGY IN HEALTH</b>
<b>Learning objectives</b>  The students will be able to:	<ol style="list-style-type: none"> <li>1. Establish a re-training program for health workers locally based on realistic needs.</li> <li>2. Write appropriate lesson objectives and lesson plan on a particular topic for a specific audience.</li> <li>3. Apply various teaching methods in a class presentation.</li> <li>4. Evaluate participants after a lesson or course.</li> </ol>
<b>Number of credit(s)</b>	2
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. Adult learning, learning environment</li> <li>2. Training needs assessment, design training program</li> <li>3. Teaching methods</li> <li>4. Lesson plan</li> <li>5. Evaluation</li> <li>6. Presentations</li> </ol>
<b>Methods</b>	Active teaching, Independence learning, short questions and practice exercises
<b>Lecturers</b>	Pham Tri Dung, Ph.D; Nguyen Van Man, Ph.D; Ha Van Nhu, MPH.; Bui Thi Thu Ha, MPH.
<b>Facilitators</b>	Bui Thi Thu Ha, MPH.
<b>Materials used in class</b>	Handouts, individual exercise, transparencies, overhead.

## **References**

1. Vietnam-Australia English language technical training and resources project. **Training of trainers in training methodolog.** Trường Cán bộ quản lý y tế, 1999.
2. David Newble . **Sổ tay dành cho giáo viên y học.** O3SIDA, Bộ Y Tế, 1987.
3. Nghiêm Xuân Đức. **Các kỹ năng cơ bản của Giáo dục y học.** Vụ KHĐT, Bộ Y tế, 1997.
4. Michael D. Tovey. **Training in Australia: Design, delivery, evaluation, management.** Australia, 1997.
5. David Newble, M.J. Entwistle **Các cách tiếp cận và phong cách học tập.** Bộ Y tế, 1986.
6. O3SIDA. **Giảng dạy nhân viên chăm sóc sức khỏe.** NXB Y học, 1990
7. F.R.Abbatt. **Đạy tốt - Học tốt.** NXB Y học, 1997.
8. J.J. Guilbert. **Sổ tay giáo dục dành cho cán bộ y tế.** NXB Y học, 1997.
9. Nghiêm Xuân Đức (người dịch). **Các kỹ năng đào tạo lâm sàng.** NXB Y học, 1997.
10. Brian L. Delahaye, Barry J. Smith. **How to be an effective trainer: Skill for managers and new trainers.** USA,1998.
11. Steve Mandel. **Effective presentation skills.** USA,1993.
12. Roger Buckley, Jim Caple. **The theory and practice of training.** GB,1995.
13. Toolkits for trainers: **A workbook of practical ideals to enable learning.** Australia, 1995.
14. Lois B. Hart ed. **Training methods that work: A handbook for trainers.** USA, 1991.
15. Workplace training category 2: **Module Materials.** Australia. 1991
16. Ralph Blunden. **Teaching and learning in vocational education and training.** Australia, 1997.

# **PRIMARY AND SPECIALTY MODULES**

<b>MODULE</b>	<b>BASIC COMPUTER SKILLS</b>
<b>Learning objectives</b> The students will be able to:	<ol style="list-style-type: none"> <li>1. Have fundamental understanding of computer and operating systems</li> <li>2. Use MS Word in word processing</li> <li>3. Use MS Excel to manage and process data.</li> <li>4. Use Epi-Info to process and analyze data.</li> <li>5. Use MS PowerPoint to prepare presentations</li> <li>6. Understand Computer communication systems (Internet, Email)</li> <li>7. Understand about computer virus and know how to prevent, detect and clean computer viruses.</li> </ol>
<b>Duration</b>	60 Hours
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. Introduction to computers</li> <li>2. The basics of Windows 95/98</li> <li>3. Word processing (MS Word)</li> <li>4. Data worksheet (MS Excel)</li> <li>5. Introduction to Epi-Info.</li> <li>6. Computer communication networks</li> <li>7. Computer maintainance</li> </ol>
<b>Methods</b>	Lectures, practice in the computer lab, using available data sets
<b>Lecturers</b>	Pham Viet Cuong A, BA.; Pham Viet Cuong B, BA.; Le Cu Linh, Ph.D.; Tran Thi Hong, BSc., Invited lecturers
<b>Facilitators</b>	Tran Thi Hong, BSc.; Pham Ngoc Kien, Eng.
<b>Materials used in class</b>	Computers, handouts, case studies, overhead transparencies,

## References

1. **The Basic Computer Skills**, Hanoi School of Public Health, 1998.
2. **The EpiInfo Manual version 6.04v**, Hanoi School of Public Health, Vietnamese version, 1998.
3. **The EpiInfo Manual version 6.02**, Briton Books, 1994.
4. **Microsoft Windows 95**, Vietnamese version, Youth publisher.
5. **Microsoft Office 7.0**, Vietnamese version, Youth publisher.
6. **The Internet**, Statistical publisher, 1996.

<b>MODULE</b>	<b>EPIDEMIOLOGY</b>
<b>Learning objectives</b> The students will be able to:	<ol style="list-style-type: none"> <li>1. Describe key features and applications of descriptive and analytic epidemiology.</li> <li>2. Calculate and interpret frequency measures used in epidemiology.</li> <li>3. Describe and apply different research methods used in epidemiology.</li> <li>4. Describe the process, uses, evaluation of public health surveillance.</li> <li>5. Identify source of bias, error and confounding and ways to control.</li> <li>6. Describe key features and applications of disease screening in human population.</li> </ol>
<b>Duration</b>	60 Hours
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. Introduction to Epidemiology/main concepts, health and diseases.</li> <li>2. Measures of disease frequency</li> <li>3. Measures of association</li> <li>4. Research methods used in Epidemiology               <ul style="list-style-type: none"> <li><i>Descriptive studies</i></li> <li><i>Analytic studies</i></li> <li><i>Cohort studies</i></li> <li><i>Case-Control studies</i></li> <li><i>Cross-sectional studies</i></li> <li><i>Experimental/intervention studies</i></li> </ul> </li> <li>5. Challenges to validity: chance, biases and confounding</li> <li>6. Assessing causality</li> <li>7. Disease Screening</li> <li>8. Epidemiologic surveillance (public health surveillance)</li> <li>9. Use epidemiological methods in the evaluation of health services</li> </ol>
<b>Methods</b>	Formal lectures, group work, homework.
<b>Lecturers</b>	Le Vu Anh, Ph.D; Nguyen Tran Hien, Ph.D; Pham Hoang Anh, MPH.; Tran Huu Bich, MD., MSc.; La Ngoc Quang, MD., MPH., Le Thanh Ha, BSc., Msc., Pham Quynh Nga, MD, MPH
<b>Facilitators</b>	Nguyen Trong Ha, BPH and sencond year MPH candidates.
<b>Materials used in class</b>	Handouts, case studies, individual exercises, self assessment quiz, overhead transparencies, power point slides.

## **References**

1. TS. Lê Vũ Anh. **Các nguyên lý của Dịch tễ học**. Chủ biên. Nhà xuất bản Y học - Hà nội. 1997.
2. TS. Lê Vũ Anh. **Dịch tễ học (tài liệu sử dụng giảng dạy sau đại học)**. Nhà xuất bản Y học-Hà nội. 1997.
3. Chủ biên, PGD.TS. Dương Đình Thiện. **Dịch tễ học Y học**. Nhà xuất bản Y học - Hà nội. 1995.
4. Chủ biên PGS. TS. Dương Đình Thiện. **Thực hành dịch tễ học**. Nhà xuất bản Y học-Hà nội, 1996.
5. **Thiết kế và tiến hành các dự án nghiên cứu hệ thống y tế**, (tài liệu dịch từ nguyên bản tiếng Anh, Trường Cán bộ quản lý y tế-Hà nội, 1998).
6. Leon Gordis. **Epidemiology**. W.B. Saunders, Philadelphia, 1996.
7. Health Research Methodology - **A Guide for Training in Research Methods**. WHO 1992
8. Biostatistic and data management, **Tài liệu giảng dạy của SEAMEO-TROPMED**, National Center Indonesia
9. J. H Abramson. **Making sense of data**. 1988.
10. L.H. Abramson. **Survey methods in community medicine**. 1990
11. Edited by Steven M. Teutsch and R. Elliott. **Principles and practice of public health surveillance**. Churchill. 1994
12. D, G. Kleinbaum, L.L. Kupper, H. Morgenstern. **Epidemiologic Research**. Learning Publications, Belmont, California, 1982.

<b>MODULE</b>	<b>BIO-STATISTICS</b>
<b>Learning objectives The students will be able to:</b>	<ol style="list-style-type: none"> <li>1. Demonstrate basic knowledge of health statistics</li> <li>2. Apply statistical methods in the collection, presentation and analysis of data.</li> <li>3. Use statistical methods in the interpretation of health data from Public Health research.</li> <li>4. Use computer programs to analyse research data</li> </ol>
<b>Duration</b>	60 Hours
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. Introduction to collection and displaying data</li> <li>2. Mean, standard deviation, median and other parameters</li> <li>3. Setting confidence limits for a proportion</li> <li>4. Assessing the differences between two proportions</li> <li>5. The Chi square test for contingency tables</li> <li>6. Confidence limits and significance test for sample mean</li> <li>7. Confidence interval and significance testing for the comparison of two sample means</li> <li>8. Analyzing paired data</li> <li>9. Relationship between two qualitative variables</li> <li>10. Standardization</li> <li>11. Non-parametric methods</li> </ol>
<b>Methods</b>	Lectures, case studies, computer tab, individual exercises
<b>Lecturers</b>	Pham Viet Cuong Msc, Bui Thi Tu Quyen MPH,
<b>Facilitators</b>	Nguyen Trang Nhung, Eng.
<b>Materials used in class</b>	Handouts, case studies, books

## **References**

1. **Lê, Linh C**; Phạm, Cường V; Trần, Lựu T. Giáo trình Thống kê Y tế công cộng – Phần 1: Thống kê cơ bản, Nhà xuất bản Y học, 2005)
2. Phạm, Cường V; **Lê, Linh C**; Lê, Hà T; Bùi, Quyên T; Battistutta, Diana; Halton, Kate. Giáo trình Thống kê Y tế công cộng – Phần 2: Phân tích số liệu, Trường Đại học Y tế Công cộng, 2004.
3. **Betty R Kirkwood. Essentials of Medical Statistics.** Blackwell Scientific Publications. 1988.
4. Harold A HAHN . **Statistics methods in Epidemiology**, Oxford University Press
5. Paul S. Levy. **Sampling of Populations: Methods and Applications**, JOHN WILEY & SONS Publications.
6. **Adequacy of Sample Size in Health Studies.** JOHN WILEY & SONS Publications
7. P. Armitage, G. Berry. **Statistics Methods in Medical Research.** Blackwell Scientific Publications.
8. Richard D. Remington, M. Anthony Schork. **Statistics with Applications to the Biological and Health Sciences.** Prentice-hall, Inc., Englewood.
9. Sidney Siegel. **Nonparametric Statistics for Behavioral Sciences.** McGraw Hill
10. Kleinbaum, Kupper, Muller. **Applied Regression Analysis and Other Multivariable methods.** PWS Kent Publish Company.

<b>MODULE</b>	<b>DEMOGRAPHY</b>
<b>Learning objectives</b>	The students will be able to: <ol style="list-style-type: none"> <li>1. Understand world population issues and the main determinants of population trends.</li> <li>2. Analyze the strengths and weaknesses of sources of demographic data.</li> <li>3. Apply basic demographic measurements and use demographic indicators.</li> <li>4. Understand and describe the relationship between population and development.</li> <li>5. Present main population issues in Vietnam, based on actual data and policies.</li> <li>6. Perform search and query to extract information from POPLINE database (online and offline) for population and development topics</li> </ol>
<b>Duration</b>	45 Hours (3 credits)
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. Introduction to Demography</li> <li>2. Sources of demographic data - Population structure and characteristics</li> <li>3. Fertility concepts and determinants</li> <li>4. Mortality and its determinants</li> <li>5. Migration and urbanization</li> <li>6. Population and development:               <ul style="list-style-type: none"> <li>- Population and reproductive health/ Health</li> <li>- Population and economic development and labor forces</li> <li>- Population and environment</li> <li>- Population and education</li> </ul> </li> <li>7. Population projection</li> <li>8. Population policy</li> <li>9. Using POPLINE (website and CDROM)</li> </ol>
<b>Methods</b>	Formal lectures, group work and discussion, group presentation/seminars will be used in the course.
<b>Lecturers</b>	<b>Le Cu Linh, Ph.D.; Nguyen Dinh Cu, Ph.D.; Nguyen Thi Thieng, Ph.D.; Luu Bich Ngoc, MPH; Nguyen Kim Binh, MD., MPH.</b>
<b>Facilitators</b>	<b>Le Thi Vui, MS; Nguyen Van Nghi, MPH.; Nguyen Thanh Nga, BA.</b>
<b>Materials used in class</b>	Handouts, case studies, practice exercises, multiple choice question tests, LCD projectors, flip charts, and computer lab.

## References

1. Asha Bhende & Tara Kanitkar. **Principles of Population Studies**. - Himalaya Publishing House, Bombay 1992.
2. Bộ Y tế. **Tóm tắt số liệu thống kê y tế (1993-1996)**. - Phòng Thống kê - Tin học, Bộ Y tế. Hà nội 1 - 1997.
3. Colin Newell. **Methods and Models in Demography**. – Belhaven Press. London 1994.
4. David Lucas & Paul Meyer. **Nhập môn nghiên cứu Dân số**. - Trung tâm Nghiên cứu Phát triển Quốc gia - Đại học Tổng hợp Australia. - Dự án VIE/93/P04.
5. John R. Weeks. **Population: An Introduction to Concepts and Issues**. Wadsworth Publishing Company, USA. 1994.
6. Julian L. Simon. **The state of Humanity**. - Blackwell Publishers Inc, USA 1995.
7. Louis G. Pol and Richard K. Thomas. **The Demography of Health and Health Care**. 2<sup>nd</sup> ed. Kluwer Academic/Plenum Publishers 2001.
8. Mosley, W.H. **Introduction to Population Studies**. Johns Hopkins University 2001. Module 1 in CDROM course.
9. Nhà xuất bản Thống kê. **Kết quả chủ yếu Điều tra nhân khẩu học giữa kỳ**. - Nhà xuất bản thống kê Hà nội -1995.
10. Palmore, Jame A. & R.W. Gardner. **Measuring Mortality, Fertility & Natural Increase: A Self-Teaching Guide to Elementary Measures**. - Honolulu, East-West Population Institute. 1983.
11. Tổng cục Thống kê. **Điều tra nhân khẩu học giữa kỳ 1994**. Nhà xuất bản Thống kê. Hà nội 1995.
12. Tổng cục Thống kê. **Phân tích kết quả điều tra mẫu - Tổng điều tra dân số 1989**. - Nhà xuất bản Thống kê. Hà nội 1990.
13. Tổng cục Thống Kê. **Tổng Điều Tra Dân Số và Nhà ở Việt Nam 1999**. Nhà Xuất Bản Thống Kê 2001.
14. Tổng cục Thống kê. **Tổng điều tra dân số và nhà ở 1999, chuyên khảo: Tình trạng hôn nhân, mức sinh, mức chết**. Nhà xuất bản thống kê 2001.
15. Trung tâm Dân số Trường Đại học Kinh tế Quốc dân. **Giáo trình Dân số học**. - Nhà xuất bản thống kê Hà nội 1995.
16. Trung tâm nghiên cứu, thông tin và tư liệu dân số. **Sổ tay dân số**. - Nhà xuất bản Thống kê. Hà nội 1995.
17. United Nations. **Demographic Yearbook**. - Washington, D.C. pp. 280-294. 1966.
18. Yves Péron and Claude Strohmenger. **Demographic and Health Indicators**. - Ministry of Supplies and Services, Canada 1985.

<b>MODULE</b>	<b>HEALTH MANAGEMENT</b>
<b>Learning objectives The students will be able to:</b>	<ol style="list-style-type: none"> <li>1. Describe the contents of the Health strategic plan and vision to the year 2010.</li> <li>2. Describe health organizational system in Vietnam</li> <li>3. Describe the management concepts and functions</li> <li>4. Analyse steps of health planning process</li> <li>5. Develop plan for health programs/projects</li> <li>6. Develop supervisory plans and checklists for health programs/projects</li> <li>7. Develop monitoring and evaluation indicators and plans for health programs/projects</li> </ol>
<b>Duration</b>	90 hours
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. Health strategic plan and vision to the year 2010.</li> <li>2. Health organization system in Vietnam</li> <li>3. Introduction to management and health management</li> <li>4. Health planing: <ul style="list-style-type: none"> <li>• Situation analysis (Information collection)</li> <li>• Setting priopity</li> <li>• Problem analysis</li> <li>• Objectives</li> <li>• Countermeasure</li> <li>• Action plan</li> </ul> </li> <li>5. Supervision: <ul style="list-style-type: none"> <li>• supervisory plans</li> <li>• supervisory checklists</li> </ul> </li> <li>6. Monitoring and evaluation <ul style="list-style-type: none"> <li>• M &amp; E indicators</li> <li>• M &amp; E plans</li> </ul> </li> </ol>
<b>Methods</b>	Lectures, group exercises, group discussion and presentation, case studies
<b>Lecturers</b>	Prof. Truong Viet Dung, Ph.D.; Assoc. Prof. Pham Van Than, PhD.; Dam Viet Cuong, PhD., Do Mai Hoa, MD., MPH.; Le Bao Chau, MD., MPH.; Nguyen Duc Thanh, MD., MPH.
<b>Facilitators</b>	Bui Thi Thanh Mai, MPH., MD., Do Tuan Kim, MD., Chu Khac Tan, MD.
<b>Materials used in class</b>	Handouts, case studies, group exercises, projector, flip charts.

**References:**

1. Đỗ Nguyên Phương. **Phát triển sự nghiệp y tế ở nước ta trong giai đoạn hiện nay.** Nhà xuất bản y học, 1996.
2. Nghị định số 01/1998/NĐ-CP ngày 01/01/1998. **Qui định của chính phủ về hệ thống y tế địa phương.**
3. Thông tư liên tịch số 02/1998/TTLT ngày 26/07/1998 của liên bộ Y tế-Ban tổ chức cán bộ Chính phủ. **Hướng dẫn thực hiện nghị định số 01/1998/NĐ-CP ngày 03/01/1998.**
4. Đại học y Thái bình, Học viện quân y. **Y tế công cộng và chăm sóc sức khỏe ban đầu.** Nhà xuất bản Y học, 1997.
5. Bộ Y tế. **Khám chữa bệnh cho người nghèo.** Nhà xuất bản y học. 1997.
6. Dyal W. **Program management.** US-CDC. 1997
7. **On being in charge.** WHO, Geneva, 1992.
8. MOH Vietnam, **Strengthening the management skill of provincial and district managers.** Hebrew University. 1994
9. **Course materials, Management for International Public Health Course.** PHPPO, US-CDC, 1994.
10. Goodstein L., Nolan T. **Applied strategic planning.** McGraw-Hill Inc. 1993.
11. Smith, Bucklin & Associates. **The complete guide to nonprofit management,** John Wiley & Sons. 1994.
12. Hodget M.R., Cascio. **Modern health cares administration.** Academic University Press Inc. 1983.
13. Nunez G.J. **Improving family planning evaluation: step by step guide for managers and evaluators.** Kumarian Press, Inc. 1992.
14. Reinke A.W. (Ed). **Health planning for effective management.** Oxford University press. 1988.

<b>MODULE</b>	<b>HEALTH POLICY</b>
<b>Learning objectives:</b>  The students will be able to	<ol style="list-style-type: none"> <li>1. Present some basic concepts applied in Health policy</li> <li>2. Analyze the role of State, Interest groups, International agencies and the partnership with private sector and civil society in the development and implementation of Health policies.</li> <li>3. Write a policy paper on a prioritised issue in health sector.</li> </ol>
<b>Number of credit(s)</b>	3
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Introduction of Policy Science and Health Policy</li> <li>2. Using information for building policy</li> <li>3. Building a health policy</li> <li>4. Health Policy Implementation</li> <li>5. Health Policy Evaluation</li> <li>6. Health Policy Analysis</li> <li>7. Health Systems in the world</li> <li>8. Inequalities and social gradient. Questions of equity and efficiency in the Vietnam health sector</li> <li>9. Health Care Reform</li> </ol>
<b>Methods</b>	Group discussion and presentation, Multiple choice questions, writing a policy paper
<b>Lecturers</b>	Nguyen Thanh Huong, MPH, Prof. Pham Tri Dung, PhD, Nguyen Hoang Long, PhD
<b>Facilitator</b>	Hoang Khanh Chi, MPH
<b>Materials used in class</b>	Articles, overhead, individual and group exercises, case-studies

## References:

1. Ministry of Health. Building equality and development of Vietnam Health. Medical Publish House. 2003
2. Ministry of Health. Vietnam Health report in year 2002. Medical Publish House. 2003
3. Ministry of Health. People Health Care in mountain areas. 2000
4. Ministry of Health. Strategy of People Health Care in period 2001-2010. 2000
5. National University Publish House of Hochiminh City. Fundamental of Policy and Policy Process. Lê Chi Mai. 2001
6. Gill Walt. Health Policy: Process and Power. Medical Publish House. 1996
7. Ministry of Health. Strategy for People Health Care and Protection 2001-2010. 2001
8. Gill Walt. Health Policy: Process and Power. 1996.
9. Ministry of Health. Efficiency, Equity-Oriented Strategy For Health: International Perspective-Focus on Vietnam. 2001.
10. Tim Ensor. What role for the state care in Asian transition economies? Health Economics Journal. Vol. 6. 1997. 445-454.
11. World Bank. An agenda for action. 1993.156-171.
12. William C. Hsiao. What lessons can less-developed countries learnt from the experiences of developed nations in health care financing? Harvard University, School of Public Health. 1990.
13. Anthony B. ZWI and Anne Mills. Health policy in less developed countries: past trends and future directions. Journal of International Development. Vol. 7. No. 3. 1995. 299-328.
14. Christopher N. et al. Tobacco use in Vietnam. JAMA. 277(21). 1997. 1726-1731.

<b>MODULE</b>	<b>HEALTH ECONOMICS</b>
<b>Learning objectives:</b> The students will be able to:	<ol style="list-style-type: none"> <li>1. Explain basic concepts in health economics.</li> <li>2. Use economic evaluations in solving health problems.</li> <li>3. Describe various economic aspects in health planning.</li> </ol>
<b>Duration</b>	45 Hours
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. Introduction to Economics and Health Economics.</li> <li>2. Introduction to Cost Analysis.</li> <li>3. Health Financial Management</li> <li>4. Economic evaluation in health care</li> </ol>
<b>Methods</b>	Lectures, group work, practical, and written assignments; examinations (short question to test the understanding of each subject).
<b>Lecturers</b>	Vu Xuan Phu, MD., MSc.; Dang Vu Trung, MD., MA.; Nguyen Quang An, MSc.; Tran Van Tien, Ph.D.
<b>Facilitators</b>	Vu Xuan Phu, MSc.; Dang Vu Trung, MD., MA.
<b>Materials used in class</b>	Handouts, case studies, individual exercises, self assessment quizzes, overhead transparencies, flip charts,

## Readings

1. Begg, D., S. Fisher, & R. Dornbush 1995 (3<sup>rd</sup> Ed.). *Kinh tế học* (Economics). Vietnamese translation by National Economic University- Hà nội: Educational Publishing House and Hanoi Economic College.
2. Hanoi School of Public Health 1999. *Kinh tế Y tế* (Health Economics). Hà nội: Medical Publishing House.
3. Creese, A. & D. Parker, 1999. *Phân tích chi phí trong chăm sóc sức khoẻ ban đầu* (Cost Analysis in Health Care). Vietnamese translation by Dương Quốc Đạt. Hà nội: Pharmaceutical College.
4. Clewer, A. & D. Perkins 1998. *Economics for Health Care Management*. Prentice Hall.
5. Carrin G., J. Perrot, & F. Sergent 1994. *The Influence of Financial Participation on the Demand for Health Care - Analytical Tool for Countries in Greatest Need*. Geneva: World Health Organization.
6. Drummond M.F., Stoddart G.L., & W. Torrance 1997 (2<sup>nd</sup> Ed.). *Methods for the Economic Evaluation of Health Care Programs*. Oxford: Oxford University Press.
7. Jefferson T., V. Demicheli, & M. Mugford 1996. *Elementary Economic Evaluation in Health Care*. London: BMJ Publishing Group.
8. Hanson K. & L. Gilson 1996. *Cost, resource use and Financing Methodology for District Health Services: A Practical Manual*. Bamako Initiative Technical Report Series No: 34. New York: UNICEF.
9. Trivedi Parajapati 1992. *Applied Microeconomics for Public Policy-makers*, New Delhi: Indian Institute of Management and Harvard University, International Management Publishers.
10. Trường ĐH YTCC 2000. Giáo trình *Tài chính Y tế*. NXB Y học: Hà nội.
- WHO 1994. *Social Health Insurance*. Geneva: WHO. Mills A.& K. Lee, **Health economics Research in Developing Countries**, Oxford University Press. 1993
11. Trivedi Parajapati. **Applied Microeconomics for Public Policy-makers** (Indian Institute of Management and Harvard University) - International Management Publishers - New Delhi, India, 1992.
12. WHO. **Evaluation of Recent Changes in the Financing of Health Services**. Report of WHO Study Group. Technical Report series 829. WHO, Geneva.
13. WHO. **Health Insurance Scheme for People Outside Formal Sector Employment: Guideline for Governments**. Division of Analysis, Research and Assessment - Health System Development Programme. WHO, Geneva, 1997
14. WHO. **Social Health Insurance**.-1994
15. World Bank. **Better Health in Africa: Experience and Lesson Learned**. World Bank Publication, Washington D.C, 1994
16. World Bank. **Financial Management Of Water Supply And Sanitation: A Handbook**.-1994
17. World Bank. **Experiences With Primary Health Care In Zambia**.-1994

<b>MODULE</b>	<b>HEALTH PROMOTION</b> <b>(Behavioural Sciences &amp; Health Education)</b>
<b>Learning objectives</b>  The students will be able to:	<ol style="list-style-type: none"> <li>1. To state the fundamental concepts of health education and health promotion.</li> <li>2. To analyse the determinants of health and the influences of behaviour.</li> <li>3. To present some approaches to health promotion and models of health behaviour.</li> <li>4. To present the methods and skills of communication and health education.</li> <li>5. To design health promotion programs in different settings.</li> </ol>
<b>Number of credit(s)</b>	3
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. Introduction to Health Promotion</li> <li>2. Determinants of Health and Health Behaviour</li> <li>3. Models of Health Behaviour</li> <li>4. Approaches to Health promotion and Models of Health promotion</li> <li>5. Political and Cultural Influences on Health Promotion Programs</li> <li>6. Health Education with Individuals (Counseling for Health)</li> <li>7. Health Education with group and community</li> <li>8. Information, Education and Communication</li> <li>9. Health Needs Assessment and Making a Plan of Health Promotion</li> <li>10. Evaluating Health Promotion Program</li> <li>11. Group Presentations</li> </ol>
<b>Methods</b>	Formal lecture, group discussion, group exercises, role play, case studies, group presentation
<b>Lecturers</b>	Nguyen Thanh Huong, MPH; Truong Quang Tien, MPH; Hoang Khanh Chi, MPH; Nguyen Huy Nga, PhD; Tran Thi Giang Huong, MPH; Nguyen Thi Lien Huong, MSc.; Nguyen Hung Long, MPH.
<b>Facilitators</b>	Nguyen Quynh Anh, BA.
<b>Materials used in class</b>	Hand-outs, further reading for each section, powerpoint slides, textbook

**References:**

1. Trường Cán bộ quản lý y tế (1998), *Giáo dục sức khoẻ và nâng cao sức khoẻ*, Nhà xuất bản Y học.
2. Trường Cán bộ quản lý y tế (1999), *Giáo dục sức khoẻ và nâng cao sức khoẻ*, Nhà xuất bản Y học.
3. Tài liệu phát tay từng bài (do Bộ môn cung cấp)
4. Egger, Spark, Lawson, Donovan (1999) *Health promotion strategies and method*.
5. Felicity Allen (1998), *Health Psychology - Theory and practice*, Allen & Unwin, Australia.
6. John Kemm, Ann Close (1995), *Health Promotion- Theory and Practice*.
7. Jenie Naidoo, Jane Wills (2000), *Health Promotion- Foundations for practice*.
8. Karen Glanz, Frances Marcus Lewis, Barbara K. Rimer (1997), *Health Behaviour and Health Education - Theory, Research, and Practice*, Jossey Bass Publishers, San Francisco
9. L. Ramachandran (1990), *Health Education-A new approach*, Vikas Publishing House, New Delhi, India.
10. WHO (1994), *Health Promotion and Community action for Health in developing countries*.
11. WHO (1988), *Education for health - A manual on health education in primary health care*.

<b>MODULE</b>	<b>TEACHING AND LEARNING METHODS</b>
<p><b>Learning objectives</b></p> <p>The students will be able to:</p>	<ol style="list-style-type: none"> <li>1. Develop a retraining program based on the real need for local health workers at their areas.</li> <li>2. Point out the learning objectives and design the teaching plan suitably with a specific topic and audience.</li> <li>3. Apply the teaching and learning methods to implement a presentation in the class.</li> <li>4. Evaluate learners after a lecture and a course.</li> </ol>
<p><b>Number of credit(s)</b></p>	<p>2</p>
<p><b>Contents</b></p>	<ol style="list-style-type: none"> <li>1. Adult's learning styles and principles</li> <li>2. Training need and training curriculum</li> <li>3. Teaching methods</li> <li>4. Making a lesson plan</li> <li>5. Evaluation method</li> <li>6. Teaching performance of learner</li> </ol>
<p><b>Methods</b></p>	<p>Formal lectures, presentation, group discussion, points out problem, doing exercise, teaching presentation</p>
<p><b>Lecturers</b></p>	<p>Pro. Pham Tri Dung, PhD; Nguyen Van Dien, MPH; Truong Quang Tien, MPH; Nguyen Thanh Huong, MPH.</p>
<p><b>Facilitators</b></p>	<p>Nguyen Quynh Chi, BA; Nguyen Quynh Anh, BA.</p>
<p><b>Materials used in class</b></p>	<p>Hand-outs, powerpoint slides, textbook of teaching and learning methods</p>

**References:**

1. O3SIDA (1990). *Training Health Workers*. Medical Publishing House.
2. Abbatt, F. R. (1997). *Good Teaching and Good Learning* (Translation version). Medical Publishing House.
3. Guilbert, J.J. (1997). *Educational Manual for Health Workers* (Translation version). Medical Publishing House.
4. MoH (1986). *Approaches and Learning Styles* (David Newble, M.J. Entwistle; Translation version).
5. Nghiem Xuan Duc (translated 1997). *Clinical Training Skills*. Medical Publishing House.
6. Brian L. Delahaye, Barry J. Smith. (1998). *How to be an Effective Trainer: Skill for managers and new trainers*. USA.
7. Lois B. Hart (1991). *Training Methods that Work: A Handbook for Trainers*. USA.
8. Ralph Blunden (1997). *Teaching and Learning in Vocational Education and Training*. Australia.
9. Roger Buckley, Jim Caple (1995). *The Theory and Practice of Training*.
10. Steve Mandel (1993). *Effective Presentation Skills*. USA. .
11. Toolkits for trainers: *A Workbook of Practical Ideals to Enable Learning*. Australia, 1995.
12. *Workplace training category 2: Module Materials*. Australia.

<b>MODULE</b>	<b>ENVIRONMENTAL HEALTH</b>
<p><b>Learning objectives</b></p> <p>The students will be able to:</p>	<ol style="list-style-type: none"> <li>1. Explain the fundamental concepts of environmental health and assessment methodologies</li> <li>2. Identify current and future environmental health problems in Vietnam, regionally, and globally</li> <li>3. Describe the diseases related to environment (air born, water born, vector born, food born diseases, etc.) and apply preventive measures</li> <li>4. Analyze the tension between economic development and environmental health</li> <li>5. Critically evaluate the management tools for preventing and controlling environmental health problems</li> </ol>
<p><b>Number of credit(s)</b></p>	<p>3</p>
<p><b>Contents</b></p>	<p><b>Part 1. General Principles of Environmental Health</b></p> <ol style="list-style-type: none"> <li>1. Introduction to environmental health</li> <li>2. Ecological basis of health and diseases</li> <li>3. Sustainable development</li> </ol> <p><b>Part 2. Environmental Health and Exposure Pathways</b></p> <ol style="list-style-type: none"> <li>4. Air quality</li> <li>5. Food hygiene &amp; food safety</li> <li>6. Management of solid wastes and medical wastes</li> <li>7. Vector-borne disease and vector control</li> <li>8. Water and Water hygiene</li> <li>9. Soil pollution</li> <li>10. Environmental safety</li> <li>11. Disaster responses</li> </ol> <p><b>Part 3. Management and Assessment Strategies</b></p> <ol style="list-style-type: none"> <li>12. Environmental epidemiology</li> <li>13. Environmental health management</li> </ol>
<p><b>Methods</b></p>	<p>Formal lectures, group work (case studies and exercises)</p>
<p><b>Lecturers</b></p>	<p>Nguyen Van Man, Truong Viet Dzung, Bui Thanh Tam, Luu Duc Hai, Nguyen Huy Nga, Le Thi Thanh Huong</p>
<p><b>Facilitators</b></p>	<p>Nguyen Huu Thang, Tran Thi Tuyet Hanh, Vu Thi Thu Nga</p>
<p><b>Materials used in class</b></p>	<p>Handouts, case studies, scenarios, individual exercises, overhead transparencies, flip charts.</p>

## References

1. Abram S. Benénon. **Sổ tay kiểm soát các bệnh truyền nhiễm**. Hiệp hội Y tế cộng đồng Hoa Kỳ, xuất bản lần thứ 16, 1995. Nhà xuất bản Y học Hà Nội
2. **Bài giảng định hướng sức khỏe môi trường**. Nhà xuất bản y học, 1997.
3. Bộ Giao thông vận tải (1996). **Dự thảo Dự án xử lý chất thải Bệnh viện giao thông vận tải**.
4. Bộ KHCNMT. **Các tiêu chuẩn Nhà nước Việt Nam về môi trường**. Tập I, II. Tiêu chuẩn Việt Nam, Hà Nội, 1995.
5. Bộ Xây dựng (1997). **Định hướng quốc gia về quản lý chất thải rắn tại các vùng đô thị và các trung tâm công nghiệp Việt Nam** (bản dự thảo).
6. Bộ Y tế (1996). **Dự thảo Dự án Xử lý chất thải bệnh viện của Viện Lao và Bệnh phổi Trung ương**.
7. Bùi Thanh Tâm. **Môi trường và sức khỏe. Giáo trình vệ sinh môi trường**. Bộ môn Vệ sinh Môi trường. Trường Cán bộ quản lý y tế (Trường Y tế công cộng), Hà Nội - 1993. Trang 1-15.
8. Bùi Thanh Tâm (1996). **Cải thiện vệ sinh môi trường bệnh viện**. Lớp tập huấn đánh giá nguy cơ môi trường với sức khỏe.
9. Bùi Thanh Tâm - Đào Ngọc Phong - Lê Đình Minh. **Giáo trình Vệ sinh môi trường**. Trường cán bộ QLYT, Hà Nội 1993.
10. Bùi Thanh Tâm và CS. **Nghiên cứu chính sách chiến lược sức khỏe môi trường tới năm 2000 và 2010 ở Việt Nam**. Trung tâm nhân lực, Bộ Y tế, Hà Nội 1995.
11. Aga Khan health services/ URCCCHSPHC - Management Advancement Program Module 3 & 5.
12. Anders A., Staffan N., **Introduction to Modern Epidemiology**.
13. Charles E. Kupchella, Margaret C. Hyland. **Environmental Science - Living within the system of nature**, 3<sup>rd</sup> edition. Prentice-Hall International, Inc., 1993.
14. Food Code 1993. US Public Health Service. FDA. ICMS (1988). **Microorganism in Foods 4: HACCP in Microbiological Safety and Quality**. (Blackwell Scientific Publication, Oxford).
15. **Ecological Public Health: From vision to practice**. Edited by Cordia Chu and Rod Simpson. 1994.
16. John Hanley. Environmental Health Evaluation. **An introduction to Environmental Health**. CDC Atlanta - Hanoi School of Public Health 1997.P.1-15.
17. Kai Hong Dao. **Modern Environmental Health**. Beijing Medical University. People's Publishing House. Beijing, 1995.
18. Monroe T. Morgan. **Environmental Health**, 2<sup>nd</sup> edition. Morton Publishing Company, 1997.
19. Annie Robert. **Méthodes statistiques et épidémiologie** - 1993
20. C.Ronneau. **Sécurité dans l'exploitation des unités de production** - 9/1990
21. **Matériel de lutte contre les vecteur**. Troisième édition 3. Organization Mondial de Sante, Genève, 1991

<b>MODULE</b>	<b>OCCUPATIONAL HEALTH</b>
<p><b>Learning objectives</b></p> <p>The students will be able to:</p>	<ol style="list-style-type: none"> <li>1. Describe basic concepts of Occupational Health and Safety .</li> <li>2. Apply the principles of risk management to the protection of workers from the risks associated with hazards in the workplace.</li> <li>3. Develop control measures to eliminate or reduce risks to workers in various occupations and to monitor and review control measures.</li> <li>4. Develop OHS management programs and OHS health promotion programs.</li> <li>5. Apply the relevant legislations to manage OHS in various workplaces.</li> </ol>
<p><b>Duration</b></p>	<p>30 Hours</p>
<p><b>Contents</b></p>	<ol style="list-style-type: none"> <li>1. Introduction to Occupational Health and Safety</li> <li>2. National management system of occupational health and safety.</li> <li>3. Occupational Hazards</li> <li>4. OHS Risk management</li> <li>5. Work - related diseases</li> <li>6. Occupational safety and injury</li> <li>7. Workplace health promotion</li> <li>8. Occupational Epidemiology</li> </ol>
<p><b>Methods</b></p>	<p>Lecturing, group discussion, practice, role play</p>
<p><b>Lecturers</b></p>	<p>A/Prof. Bui Thanh Tam, Ph.D.; Prof. Truong Viet Dung, PhD; Nguyen Hong Tu, MPH, Ph.D; Nguyen Thuy Quynh, MD, MPH, Nguyen Ngoc Bich, MD, MPH; Nguyen Le Ngan, MSc.</p>
<p><b>Facilitators</b></p>	<p>Nguyen Le Ngan, MSc.; Nguyen Thuy Quynh, MD., MPH.; Nguyen Ngoc Bich, MD, MPH</p>
<p><b>Materials used in class</b></p>	<p>Handouts, video tape, case studies, individual exercises, self assessment quiz, overhead transparencies, flip charts.</p>

**References**

1. **21 Bệnh nghề nghiệp được bảo hiểm**, Viện Y học lao động và Vệ sinh môi trường - Hà nội, 1997
2. **An toàn - Sức khỏe và điều kiện lao động**, Tài liệu tập huấn của Vụ Y tế dự phòng, Bộ Y tế - Hà nội, 1999
3. **Bệnh nghề nghiệp**, Lê Trung, Nhà xuất bản y học - Hà nội, 1990
4. **Dịch tễ học trong Y học lao động**, Tài liệu tập huấn của Viện Y học lao động và Vệ sinh môi trường - Hà nội, 1999
5. **Giáo trình Y học lao động**, Nhà xuất bản y học - Hà nội, 1997
6. **Những văn bản hướng dẫn thực hiện công tác Bảo hộ lao động**, Nhà xuất bản lao động, Hà nội,
7. **Sổ tay vệ sinh lao động và chăm sóc sức khỏe công nhân**, Nhà xuất bản y học - Hà nội, 1999
8. **Thiết kế và tiến hành nghiên cứu Hệ thống y tế**, Tập san đào tạo nghiên cứu Hệ thống y tế - Số 2 Phần 1
9. **Basic course in Occupational Medicine**, USAHPPM, 1999
10. **Computer systems for occupational safety and health management** / Charles W. Ross . - 2nd ed., rev. and expanded. - New York : M. Dekker, c1991. -
11. **Definitions, conversions, and calculations for occupational safety and health professionals** / Edward W. Finucane . - 2nd ed. - Boca Raton : Lewis Publishers, c1998.
12. **Environmental & occupational medicine** / edited by William N. Rom . - 3rd ed. - Philadelphia : Lippincott-Raven Publishers, c1998.
13. **Lewis' dictionary of occupational and environmental safety and health** / [edited by] Jeffrey W. Vincoli . - Boca Raton : Lewis Publishers, c2000.
14. **Occupational health** / J.M. Harrington ... [et al.] ; in collaboration with Gillian Howard ... [et al.] . - 4th ed. - Oxford ; Malden, MA : Blackwell Science, 1998.
15. **Occupational health** / Sheila Pantry, editor . - New York : Chapman & Hall, 1995.
16. **Occupational health : recognizing and preventing work-related disease and injury** / editors, Barry S. Levy, David H. Wegman . - 4th ed. - Philadelphia : Lippincott Williams & Wilkins, c2000.
17. **Occupational health law** / Diana M. Kloss . - 3rd ed. - Oxford ; Malden, MA : Blackwell Science, 1998.
18. **Occupational Health/ Recognizing and Preventing Work - Related Disease**,. Barry S. Levy, David H. Wegman, Third Edition, 1994
19. **Occupational injuries and illnesses** / Daniel J. Stone, editor-in-chief . - New York, NY : M. Bender, 1992-. - 3 v.
20. **Occupational medicine** / editor-in-chief, Carl Zenz ; editors, O. Bruce Dickerson, Edward P. Horvath, Jr . - 3rd ed. - St. Louis : Mosby, c1994. - xx,
21. **Recording and notification of occupational accidents and diseases** . - Geneva : International Labor Office, 1996
22. **Textbook of clinical occupational and environmental medicine** / [edited by] Linda Rosenstock, Mark R. Cullen . - Philadelphia : Saunders, c1994.
23. **Work and health : an introduction to occupational health care** / M. Bamford . - New York : Chapman & Hall, 1994.
24. **Workplace health surveillance : an action-oriented approach** / edited by Neil A. Maizlish . - New York : Oxford University Press, c2000.

<b>MODULE</b>	<b>COMMUNITY - BASED REHABILITATION (CBR)</b>
<b>Learning objectives</b>  The students should be able to:	<ol style="list-style-type: none"> <li>1. Understand national strategy on community - based rehabilitation.</li> <li>2. Understand the importance and tasks of community - based rehabilitation on the Primary Health Care system in Vietnam.</li> <li>3. Understand the causes of handicap and apply the appropriate prevention.</li> <li>4. Understand the principle elements of the CBR program</li> <li>5. Participate in developing plans for monitoring and supervising CBR programs.</li> </ol>
<b>Number of credit(s)</b>	3
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. Basic concepts of Community -based Rehabilitation</li> <li>2. Process of getting handicap and Strategies of prevention</li> <li>3. Community -based Rehabilitation on Primary Health Care system</li> <li>4. Some appropriate therapies applied to Community - based Rehabilitation</li> <li>5. Occupational Therapy on Community - based Rehabilitation</li> <li>6. Social Integration on Community -based Rehabilitation</li> <li>7. Steps to implement the Community -based Rehabilitation program in Vietnam.</li> <li>8. Strategies of developing CBR</li> </ol>
<b>Methods</b>	Lecture, group discussion, practice, role play
<b>Lecturers</b>	Prof. Bui Thanh Tam, PhD; Prof. Nguyen Xuan Nghien, PhD; Tran Trong Hai, PhD; Pham Quang Lung, PhD.; Cao Minh Chau, PhD.; Tran Van Chuong, PhD candidate; Nguyen Xuan Dong, MPH.
<b>Facilitators</b>	Nguyen Thuy Quynh, MSc.; Nguyen Ngoc Bich, MD, MPH
<b>Materials used in class</b>	Handouts, case studies, practice exercises, multiple choice question tests, overhead transparencies.

## **References**

1. Documents on Rehabilitation.
2. Community-based Rehabilitation in Vietnam
3. Rehabilitation.
4. Physical Therapy on Rehabilitation
5. Laws on handicap
6. Medical practice regulations
7. Disability prevention and Rehabilitation
8. Promoting independence of people with Disabilities due to mental disorders
9. The education of mid-level rehabilitation workers
10. Guideline for the prevention of deformities in polio
11. Equal opportunities for all: a community rehabilitation project for slums
12. Promoting the development of infants and young children with spina bifida and hydrocephalus
13. Guideline for conducting, monitoring and self-assessment of community-based rehabilitation programs
14. Community-based rehabilitation and the health care referral services
15. Disability prevention and rehabilitation in primary health care
16. Guideline for training personnel in developing countries for prosthetic and orthotic services
17. Promoting the development of young children with cerebral palsy
18. Handbook for people working with children with communication difficulties

<b>MODULE</b>	<b>MATERNAL AND CHILD HEALTH (MCH)</b>
<b>Learning objectives</b>  The students will be able to	<ol style="list-style-type: none"> <li>1. Through the application of epidemiological techniques, define the leading health problems of women, infants and children in the world and in Vietnam.</li> <li>2. Assess the factors effecting the health of women, infant and children. This includes identifying determinants and risk factors influencing the health of women, infants and children.</li> <li>3. Describe and critique the components of MCH/FP programs that are designed to improve the health of women and children. This includes designing specific interventions on the topics of safe motherhood, women's health (throughout the life span), family planning, reproductive health and child survival.</li> <li>4. Analyze a specific MCH problem, develop a plan for implementation and evaluation, and write a report of the program.</li> </ol>
<b>Number of credit(s)</b>	3
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. Overview of MCH</li> <li>2. Network structure and quality improvement of MCH services.</li> <li>3. Factors influencing maternal health in developing countries.</li> <li>4. Reproductive health of women at different stages of life.</li> <li>5. Safe-motherhood programs.</li> <li>6. Presentation on specific health problems and interventions in MCH.</li> <li>7. Children health problems and children health care services.</li> <li>8. Nutrition and MCH.</li> <li>9. Monitor, supervision and evaluation of MCH programs/projects.</li> </ol>
<b>Methods</b>	Presentations by faculty and guest lecturers Practice sessions: individually or in groups on exercises, case studies, data sets and reports with faculty supervision. Midterm presentation by group of students on selected topics Site visits to selected places to see MCH programs/projects. Review of international and national references on MCH topics
<b>Lecturers</b>	Nguyen Dinh Loan, MD.; Nguyen Duc Hinh, Ph..D.; Bui Thi Thu Ha, PhD; Dinh Phuong Hoa, MPH.; Ha Van Nhu, MPH.
<b>Facilitators</b>	Le Minh Thi, MD. MSc.
<b>Materials used in class</b>	Handouts, case studies, individual exercises, self assessment quiz, overhead transparencies, flip chart.

## **References**

1. Jamieson D, Mosley WH, Measham AR, Bobadilla JL. **Disease Control Priorities in developing countries**. A world Bank book. Oxford medical publications. 1993. Pages 363 - 390.
2. Williams, CD, Baumslag, N. Jelliffe DB. **Mother and Child Health: Delivering the Service**. 3rd ed. Oxford Press 1994. New York. Pg. 339 -359.
3. MOH, **Health statistics and informatics division. Minimum health data set (1993-1996)**. Socialist Republic of Vietnam
4. Hess CA. **The organization of maternal child health services**
5. **Maternal and child health practices**, 4th ed. Third party Publishing Company Oakland, California, USA. p. 131-140.
6. Williams, CD, Baumslag, N. Jelliffe DB. **Mother and Child Health: Health Education**. 3rd ed. Oxford Press 1994. New York. Pg. 198 - 212.
7. **Health care Education: The leading edge of primary health care and maternal and child health care of children and women in developing countries**.
8. **Health care of women and children in developing countries**, Third party publishing company Oakland, California, 1990, p. 56 - 67.

<b>MODULE</b>	<b>DISEASE PREVENTION</b>
<b>Learning objectives</b>  The students will be able to:	<ol style="list-style-type: none"> <li>1. List and describe the global burden of diseases and the burden of diseases in Vietnam, and set priorities for disease control and prevention in Vietnam.</li> <li>2. Describe epidemiologic characteristics of major infectious, chronic diseases and injuries in Vietnam.</li> <li>3. List steps in the establishment of surveillance systems (infectious, chronic diseases, and injuries) and their importance in disease prevention</li> <li>4. Apply and develop strategies to prevent and control infectious, chronic disease and injuries in the workplace.</li> </ol>
<b>Duration</b>	60 hours
<b>Contents</b>	<ol style="list-style-type: none"> <li>1. Global burden of disease and burden of disease in Vietnam</li> </ol> <p><b><u>Infectious diseases</u></b></p> <ol style="list-style-type: none"> <li>2. Epidemiology of infectious diseases, disease prevention and control strategies</li> <li>3. Surveillance system of infectious diseases</li> <li>4. Epidemiology of TB and National TB Control Program</li> <li>5. HIV/AIDS: Epidemiology and prevention program in Vietnam</li> <li>6. Dengue fever and Japanese encephalitis</li> <li>7. Typhoid - Hepatitis B</li> </ol> <p><b><u>Chronic diseases</u></b></p> <ol style="list-style-type: none"> <li>8. Cancer epidemiology, Prevention and Control</li> <li>9. Cancer surveillance</li> <li>10. Mental disease - Epidemiology and prevention strategies</li> <li>11. Diagnosis and treatment of Schizophrenia in the community</li> </ol> <p><b><u>Injury</u></b></p> <ol style="list-style-type: none"> <li>13. Injury epidemiology - Prevention and control</li> <li>14. Injury surveillance</li> </ol>
<b>Methods</b>	Formal lectures, group work.
<b>Lecturers</b>	Prof. Le Vu Anh Ph.D.; Prof. Nguyen Tran Hien Ph.D.; Prof. Nguyen Thu Yen, Ph.D.; Pham Hoang Anh MPH.; Pham Thanh Thuy MSc.; Nguyen Viet Nhung Ph.D.; Dinh Dang Hoe Ph.D.; Tran Huu Bich, MD., MSc.; La Ngoc Quang MPH.; Pham Viet Cuong MSc.;
<b>Facilitators</b>	La Ngoc Quang MPH.; Pham Quynh Nga, MPH.
<b>Materials used in class</b>	Handouts, case studies, individual exercises, self assessment quiz, overhead transparencies, flip charts.

## References

1. Viện Lao & Bệnh phổi: **Hướng dẫn thực hiện Chương trình Chống Lao Quốc Gia tuyến quận huyện**, Hà nội, 1993.
2. Viện Lao & Bệnh phổi-CTCLQG: **Tổng kết công tác chống lao giai đoạn 1991-1995 và phương hướng hoạt động 1996-2000**.
3. Viện Lao & Bệnh phổi-CTCLQG: **Hội nghị tổng kết hoạt động chống lao các tỉnh phía Bắc và miền Trung năm 1996**, Hà nội tháng 5/1997.
4. Viện Vệ sinh Dịch tễ học. **Thống kê các bệnh truyền nhiễm**. 1995-1996.
5. Hiệp hội Quốc tế chống Ung thư. **Ung thư học lâm sàng**. 1993.
6. Vũ Thị Tường Vân. **Nghiên cứu tình trạng nhiễm virus viêm gan B (HBV) ở phụ nữ có thai tại Hà nội và khả năng lây truyền của HBV từ mẹ sang con**. Luận án
7. WHO: **Emerging Infectious Diseases**-World Health day 7 April 1995.
8. American Thoracic Society: **Medical section of the American Lung Association- Control of Tuberculosis in the United States**.
9. Alan B. Bloch, MD, MPH: **National Wide survey of drug resistant- JAMA. March, 1994, vol 271, No 9**.
10. Anthony D. Harries, Dermot Maher et al: **TB/HIV - a Clinical Manual-** WHO/TB/96.200, 1996.
11. Editors Dean T. Jamison, W. Henry Mosley .et al. - Published for the World Bank- Oxford University Press: **Disease Control Priorities in Developing Countries**, 1996.
12. Susan P. Baker, Brian O'neil. Lexington Books. D.C Health and company Lexington, Massachusetts Toronto: **The injury fact book**.
13. Lawrence R. Berger, Dinesh Mohan. Delhi Oxford University Press 1996: **Injury control- a global view**.
14. Leon S. Robertson. **Injury Epidemiology**. 1992.
15. Hanoi, Vietnam. 3-10 Feb. 1993: Mission report. **Road traffic accident prevention workshop**.
16. Cohen ML: **The Epidemiology of Community-acquired infection**. In Gorbach SL, Barlet IG, Blacklow NL (eds): **Infectious Diseases**. Philadelphia, Saunders, 1992, pp 90-95.
17. Osterholm MT, Hedberg CW, MacDonald KL: **Epidemiology of Infectious Diseases**. In Mandel GL, Bennet JE, Dolin R (eds): **Principles and Practice of Infectious Diseases**, 4th edition. New York, Churchill Livingstone, 1995, pp 158-168.
18. Beneson AS (ed): **Control of Communicable Diseases in Man**, 15th edition. Washington, DC, American Public Health Association; 1990.

MODULE	RESEARCH METHODS IN PUBLIC HEALTH
<p><b>Learning objectives:</b></p> <p>The students will be able to:</p>	<ol style="list-style-type: none"> <li>1. Define a community health assessment and its application</li> <li>2. Describe, calculate and interpret different health indicators using secondary data</li> <li>3. Compare and contrast qualitative vs. quantitative approaches, top-down vs. participatory</li> <li>4. Select appropriate research topic and corresponding objectives</li> <li>5. Select appropriate methodology for selected research objectives</li> <li>6. Demonstrate ability to design appropriate qualitative and quantitative data collection tools</li> <li>7. Develop implementation plan for data collection and management</li> <li>8. Develop a plan for data analysis</li> <li>9. Demonstrate written and oral communication skill through development and defence of a research proposal.</li> </ol>
<p><b>Number of credit(s)</b></p>	<p>3</p>
<p><b>Contents</b></p>	<p><b>Part one</b>  <b>Participatory rapid community health assessment techniques</b></p> <ol style="list-style-type: none"> <li>1. Definition of community health assessment <ul style="list-style-type: none"> <li>- Goals and objectives of rapid community health assessment</li> <li>- Participatory approach: Top-down vs. bottom-up</li> <li>- Qualitative vs. quantitative methods</li> </ul> </li> <li>2. Types and uses of various community health indicators</li> </ol> <p><i>Quantitative methods:</i></p> <ul style="list-style-type: none"> <li>• The use of secondary data sources to create community health indicators</li> <li>• Strengths and weaknesses of various secondary data sources</li> <li>• Accessing and analyzing and interpreting of secondary data</li> </ul> <ol style="list-style-type: none"> <li>3. Overview of the basic qualitative design elements of a rapid community health assessment:</li> </ol> <p><i>Qualitative methods:</i> Semistructured interview, focus group discussion, mapping, etc</p> <p><b>Part two: Quantitative research methods in public health</b></p> <ol style="list-style-type: none"> <li>1. Problem identification and setting priority for research topic based on community health assessment report.</li> <li>2. Research topic/question formulation</li> <li>3. Reviewing of literature and available information</li> <li>4. Further refinement of the research topic/question using problem tree analysis</li> <li>5. Objectives formulation</li> <li>6. Study types</li> <li>7. Sampling</li> <li>8. Identification and construction of study variables</li> <li>9. Data collection techniques, tools (questionnaire) development</li> <li>10. Making implementation plan</li> <li>11. Planning of data management: quality assurance, quality control and data processing</li> <li>12. Planning of data analysis (biostatistics tests) and introduction of computer software</li> <li>13. Writing of a research proposal</li> </ol>

<b>Methods</b>	Active teaching, Independence learning, practice exercises Role- play, focus group discussions
<b>Lecturers</b>	Prof. Le Vu Anh, PhD.; Nguyen Tran Hien, MPH; Luu Ngoc Hoat, MPH; Pham Hoang Anh, MPH.; Tran Huu Bich, MPH.; Le Cu Linh, PhD.
<b>Facilitators</b>	Le Thi Thanh Ha, MSc.; La Ngoc Quang, MD., MPH; Pham Quynh Nga, MD., MPH
<b>Materials used in class</b>	Handouts, individual exercises, transparencies, case- study, overhead.

## **Reference**

1. WHO manuscript: Designing and conducting Health system research projects. 1991.
2. Paul S. Levy, Stanley Lemeshow: Sampling of population. Methods and applications. Third edition. Wiley- Interscience Publication.
3. CRS manuscript: Rural Rapid Appraisal manual. CRS website. 2000.

## **SELECTIVE COURSES**

**Number of credits: 6**

1. Nutrition and food safety
2. Hospital management
3. Pharmaceutical management
4. Introduction to health programs (TB control program, malaria control program, CDD program, EPI program, nutrition program, ARI program, goiter and iodize deficiency program, HIV/AIDS program...)

**FIRST YEAR EVALUATION**

Individual final exam' score of each module should be higher than failed score

<b>Score</b>	<b>Score items</b>	<b>First year converted score</b>
<b>Module score</b>	- Average of the module final score	<i>60% of total final score</i>
<b>Course work score</b>	- Participation in the course activities - Presentation - Essay - Peer evaluation	<i>40% of total final score</i>

## CURRICULUM FOR SECOND YEAR OF TRAINING - FIELD-BASED PERIOD

**Time:** 10 months

**Field Training Goal:** After finishing this training period students will be able to:

1. Apply the theoretical public health tools provided in the first year of training to the actual daily public health work.
2. Acquire main public health competencies needed for public health officer and provide assistance to local public health officers on strengthening public health activities in the field sites where students were assigned to work.

### Specific Objectives:

1. Work at district health centers in order to identify and prioritize the selected public health problems.
2. Work with district health team to develop public health intervention strategies.<sup>1</sup>
3. Successfully carry out and report 2 community rapid appraisals.
4. Develop and conduct one research project based on the result of one of the community rapid appraisals.
5. Write and defend a formal thesis report based on community research project.
6. Periodically discuss, present and exchange experiences during the whole field training period with local public health managers and students in the course.
7. Improve and acquire teamwork skills via working with public health leaders and the leaders of health related sectors in the field.

<sup>1</sup>Intervention/evaluation studies will be carried out by the school's faculty when appropriate with some interested students.

### Program Structure:

#### 1. Time:

Ten months of field training is structured as following

- First 4-month period,
- Second 4-month period,
- Last 2-month period.

#### 2. Field sites and students:

- Number of field sites: 9 (4 in rural and 5 in urban areas)
  - ❖ Urban : Dong Da, Cau Giay, Thanh Tri and Gia Lam
  - ❖ Rural : Luong Tai, Chi Linh, Yen Phong, Khoai Chau, Luong Son
- Number of students in each field: 2-3

#### 3. Time periods and assignments

No	Training period	Activities	Final product
1 <sup>st</sup> field site <sup>3</sup>	1 <sup>st</sup> four-month period	1 <sup>st</sup> two-month: Rural Rapid Community appraisal	Report

<b>2<sup>nd</sup> field site</b>	<i>Optional for 1<sup>st</sup> or 2<sup>nd</sup></i>	2 <sup>nd</sup> two-month: Urban Rapid Community appraisal	Report
	Formulate Research topic either from 2 assessments		
<b>1<sup>st</sup> or 2<sup>nd</sup> site</b>	<i>2<sup>nd</sup> four-month period</i>	Conduct research project <sup>2</sup>	Study proposal
		1. Study proposal	
		2. Defense of proposal	
	<i>Last two-month period</i>	3. Data collection and analysis	Dissertation
	Development of thesis		

<sup>2</sup>Crosssectional study is main type of research method, but case-control study would be acceptable if appropriate and those students would need more support from faculty or expert.

<sup>3</sup>will stay in one site for more complex study that needs more time.

**GRANT CHART OF STUDENT ACTIVITIES AND SUPPORT SUPERVISION IN SECOND YEAR (FIELD-BASED PERIOD)**

Student activities	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Support supervision												
<b>First four-month period</b>																							
<ul style="list-style-type: none"> <li>- Setting up work plan</li> <li>- Collect secondary data, identify problem and select appropriate research methodology</li> </ul>												<ul style="list-style-type: none"> <li>- Support supervision on the activities</li> <li>- Provide some technical issues on priority setting for research topic, research methodology and sampling</li> </ul>											
<ul style="list-style-type: none"> <li>- Writing a study design</li> <li>- Back to the school on seminar</li> <li>- Pretest research methodology and data collection tools</li> </ul>												<ul style="list-style-type: none"> <li>- Supervision on the concerning issues (study design, research methodology, data collection tools</li> </ul>											
<ul style="list-style-type: none"> <li>- Data collection and data analysis</li> </ul>											<ul style="list-style-type: none"> <li>- Supervision on data collection and data analysis</li> <li>- Providing computer skill, data interpretation and using statistic indicators</li> </ul>												
<ul style="list-style-type: none"> <li>- Writing, and presenting scientific report</li> <li>- Exchanging field experiences among students</li> <li>- Start first rotation.</li> </ul>												<ul style="list-style-type: none"> <li>- Support supervision on the issues of writing a scientific report and report presentation</li> </ul>											
<b>Second four-month period</b>																							
<ul style="list-style-type: none"> <li>- Setting up work plan for 4 months</li> <li>- Collect secondary data, problem identification and selecting appropriate research methodology</li> </ul>													<ul style="list-style-type: none"> <li>- Support supervision on the activities</li> <li>- Provide some technical issues on priority setting for research topic, research methodology and sampling</li> </ul>										
<ul style="list-style-type: none"> <li>- Writing a Study design</li> <li>- Back to the school on seminar</li> <li>- Pretest research methodology and data collection tools</li> </ul>													<ul style="list-style-type: none"> <li>- Supervision on the issues concerning the study design, research methodology and data collection tools</li> </ul>										
<ul style="list-style-type: none"> <li>- Data collection and data analysis</li> </ul>													<ul style="list-style-type: none"> <li>- Supervision on data collection and data analysis</li> <li>- Providing computer skill, data interpretation and using statistic indicators</li> </ul>										
<b>Last two-month period</b>																							
<ul style="list-style-type: none"> <li>- Development of a final thesis based on selected topic</li> <li>- Making and selecting references needed for thesis in the library</li> </ul>																							
<ul style="list-style-type: none"> <li>- Writing up the thesis</li> <li>- Thesis presentation.</li> </ul>																							
<b>Entire field training period</b>																							
												<b>Entire field training period</b>											





## 4. Time periods and student activities

Time periods	Student activities
<b>First 4-months period</b>	
First month	<ul style="list-style-type: none"> <li>• Setting up work plan for 4 months</li> <li>• Collecting secondary data and carry out key informant interviews</li> <li>• Problem identification, and</li> <li>• Selecting appropriate research methodology</li> </ul>
Second month	<ul style="list-style-type: none"> <li>• Writing a study design</li> <li>• Presentation of study design at the School or in the Field</li> <li>• Study design will be given to school at the end of fourth week.</li> <li>• Pretest research methodology and data collection tools</li> </ul>
Third month	<ul style="list-style-type: none"> <li>• Data collection</li> <li>• and data analysis</li> </ul>
Fourth month	<ul style="list-style-type: none"> <li>• Writing scientific report</li> <li>• Presentation of scientific report in the field as a feedback to the local staff</li> <li>• Presentation of scientific report at the School</li> <li>• Exchanging field experiences among students</li> <li>• and start first rotation</li> </ul>
<b>Second 4- month period (in the new field site)</b>	
First month	<ul style="list-style-type: none"> <li>• Setting up work plan for 4 months</li> <li>• Collecting secondary data and carry out key informant interviews</li> <li>• Problem identification</li> <li>• and selecting appropriate research methodology</li> </ul>
Second month	<ul style="list-style-type: none"> <li>• Writing a study design</li> <li>• Presentation of study design at the School or in the Field</li> <li>• Study design will be given to school at the end of fourth week.</li> <li>• Pretest research methodology and data collection tools</li> </ul>
Third month	<ul style="list-style-type: none"> <li>• Data collection</li> <li>• and data analysis</li> </ul>
Fourth month	<ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Exchanging field experiences among students</li> <li>• Submit data (in REC files) to Field Training Coordination Office in the first two weeks of this month</li> </ul>
<b>Last 2-month period</b>	
First month	<ul style="list-style-type: none"> <li>• Development a final thesis based on selected topic</li> <li>• Making and selecting references needed for thesis in the library</li> </ul>
Second month	<ul style="list-style-type: none"> <li>• Writing up the thesis</li> <li>• Thesis presentation.</li> </ul>

## 5. TIME PERIODS AND SUPPORT SUPERVISION

Time periods	Activities of students	Regular support supervision activities
<b>First 4-months period</b>		
First month	<ul style="list-style-type: none"> <li>Setting up work plan for 4 months</li> <li>Collecting secondary data and key informant interview</li> <li>Problem identification</li> <li>And selecting appropriate research methodology.</li> </ul>	<ul style="list-style-type: none"> <li>Support supervision on the activities</li> <li>Provide some technical issues on priority setting for research topic, research methodology and sampling.</li> </ul>
Second month	<ul style="list-style-type: none"> <li>Writing a study design</li> <li>Presentation of study design at the School or in the Field</li> <li>Study design will be given to school at the end of fourth week.</li> <li>Pretest research methodology and data collection tools</li> </ul>	<ul style="list-style-type: none"> <li>Supervision on the issues concerning the study design, the research chosen methodology and data collection tools.</li> </ul>
Third month	<ul style="list-style-type: none"> <li>Data collection</li> <li>And data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Supervision on quality of data collection and data analysis</li> <li>Providing some technical issues concerning computer skill and data interpretation and using of appropriate statistic indicators.</li> </ul>
Fourth month	<ul style="list-style-type: none"> <li>Writing scientific report</li> <li>Presentations of scientific report</li> <li>Exchanging field experiences among students</li> <li>And start first rotation.</li> </ul>	<ul style="list-style-type: none"> <li>Support supervision on the issues of writing a scientific report and report presentation.</li> </ul>
<b>Second 4-month period (in the new field site)</b>		
First month	<ul style="list-style-type: none"> <li>Setting up work plan for 4 months</li> <li>Collecting secondary data and key informant interview</li> <li>Problem identification and selecting appropriate research methodology.</li> </ul>	<ul style="list-style-type: none"> <li>Support supervision on the activities</li> <li>Provide some technical issues on priority setting for research topic, research methodology and sampling.</li> </ul>
Second month	<ul style="list-style-type: none"> <li>Writing a study design</li> <li>Presentation of study design at the School or in the Field</li> <li>Study design will be given to school at the end of fourth week.</li> <li>Pretest research methodology and data collection tools.</li> </ul>	<ul style="list-style-type: none"> <li>Supervision on the issues concerning the study design, the research chosen methodology and data collection tools.</li> </ul>
Third month	<ul style="list-style-type: none"> <li>Data collection</li> <li>And data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Supervision on data collection and data analysis</li> <li>Providing some technical issues concerning computer skill and data interpretation and using of appropriate statistic indicators.</li> </ul>
Fourth month	<ul style="list-style-type: none"> <li>Exchanging field experiences among student</li> <li>Submit data (in REC files) to FTC in the first two weeks of this month.</li> </ul>	<ul style="list-style-type: none"> <li>Supervision on data collection and data analysis</li> </ul>
<b>Last 2-month period</b>		
First month	<ul style="list-style-type: none"> <li>Development of one of the two 4-month researches to be a final thesis</li> </ul>	
Second month	<ul style="list-style-type: none"> <li>Writing up the thesis based on selected topic</li> <li>Thesis presentation.</li> </ul>	

**6. Time periods and process evaluation**

<b>Time periods</b>	<b>Actual score</b>	<b>Converted score</b>
<i>First 4-months period</i>		
Identify problem and study design	Score of first month PE	25%
Data collection and data analysis	Score of second month PE	40%
Scientific report (50% for each part: writing and presentation)	Score of third month PE	35%
<b>Score</b>	Total of process evaluation score and scientific report	Actual score x 1
<i>Second 4-month period</i>		
Identify problem and study design	Score of first month PE	25%
Data collection	Score of second month PE	40%
Data analysis	Score of third and fourth month PE	35%
<b>Score</b>	Total of process evaluation score	Actual score x 2
<i>Last 2-month period</i>		
First month		
Second month		
<b>Score</b>	Thesis score and presentation	Actual score x 3
<b>Total or final score</b>	<b>Total score/6 and be converted to scale score out of 10</b>	

## ANNEX

**COMPETENCY CHECKLIST FOR MPH STUDENTS  
FOR SECOND YEAR FIELD-BASED TRAINING**

**Competency #1: HEALTH INFORMATION SYSTEM (HIS) EVALUATION**

No.	Contents	Yes	No
1.	Identify a HIS at District or Commune level for evaluation.		
2.	Complete evaluation using methodology outlined in “Guidelines for Evaluating Surveillance Systems.”		
3.	Prepare a brief written abstract of the evaluation ( $\leq 2$ pages).		
4.	Oral presentation of HIS evaluation and recommendations (15-20 minutes).		
5.	Provide feedback to District Health Officer regarding evaluation and recommendations (brief memo of $\leq 2$ pages).		

**Competency #2: ANALYTIC EPIDEMIOLOGY STUDY**

No.	Contents	Yes	No
1.	Identify problem and construct problem tree.		
2.	Select appropriate study design. Please indicate which was done by circling in list below: <ul style="list-style-type: none"> <li>• Analytic Cross-Sectional Study</li> <li>• Case-Control Study</li> <li>• Retrospective Cohort Study</li> <li>• Prospective Cohort Study</li> </ul>		
3.	Identify target study population and approximate its size.		
4.	Estimate minimum sample size using one of the following sampling methods: <ul style="list-style-type: none"> <li>• Simple Random Sampling</li> <li>• Cluster Sampling</li> <li>• Sample Size Estimation for Case-Control Study</li> </ul>		
5.	Select study sample using appropriate method for study design.		
6.	Design questionnaire. (See supplemental checklist for designing a questionnaire.)		
7.	Pre-test questionnaire.		
8.	Write an appropriate guideline for interviewers.		
9.	Administer questionnaires. Please indicate method used by circling in the list below: <ul style="list-style-type: none"> <li>• All interviews conducted by student, and observation done by other trained personnel.</li> <li>• All interviews and observational measurements conducted by student. (Note: There is an increased risk of interviewer bias with this method over the one above.)</li> <li>• Student trained survey personnel to assist with interviews but personally completed <math>\geq 50\%</math> of the interviews for the study.</li> </ul>		
10.	Enter data into computerized database. (Student should enter $\geq 50\%$ of questionnaires, but the remainder may be entered by other trained personnel when available.)		
11.	Data quality assessment: <ul style="list-style-type: none"> <li>• Verify accuracy of all outliners.</li> <li>• Verify accuracy of data entry for a sample of questionnaires.</li> </ul>		
12.	Data analysis: <ul style="list-style-type: none"> <li>• Descriptive Epidemiology</li> </ul>		

	<ul style="list-style-type: none"> <li>• Crude 2x2 Tables</li> <li>• Stratified Analysis:               <ol style="list-style-type: none"> <li>(1) Rule out effect modification</li> <li>(2) Assess confounding where appropriate</li> </ol> </li> </ul>		
13.	Write report.		

**Competency #3: TASK-BASED MANAGEMENT (Supervision and Logistics)**

No.	Contents	Yes	No
1.	Works well as team member: <ul style="list-style-type: none"> <li>• Constructive and Cooperative Contribution to a Team</li> <li>• Effective Team Leadership</li> <li>• Personnel Supervision</li> </ul> (Note: The student is required to demonstrate an ability to work well as a team member. Leadership and personnel supervision are encouraged but are optional requirements for completion of the training program.)		
2.	Develop an individual work plan: <ul style="list-style-type: none"> <li>• Time Management (logistics)</li> <li>• Financial Management (accounting)</li> <li>• Other Resource Management (supplies, personnel, etc.)</li> </ul>		
3.	Follow work plan to completion. (Flexibility may be necessary, but student should demonstrate ability to accomplish primary tasks of work plan in a timely fashion.)		

**Competency #4: ACTIVITY-BASED MANAGEMENT (Program Development / Policy)**

No.	Contents	Yes	No
1.	Needs Assessment (e.g., key informant interviews and secondary data review)		
2.	Problem Identification and Priority Setting.		
3.	Strategic Planning: <ul style="list-style-type: none"> <li>• Set Objective</li> <li>• Validate Objective (e.g., key informant interviews or focus group discussions)</li> <li>• Develop Action Plan (i.e., identify activities toward meeting objective)</li> </ul>		
4.	Implementation Plan (i.e., feasible combination of action plan with available time, personnel and financial resources)		
5.	Written Report or Memo of Recommended Implementation Plan to District Office and Hanoi School of Public Health		

**Competency #5: EFFECTIVE COMMUNICATIONS**

No.	Contents	Yes	No
1.	Brief written abstracts, memo and reports. Please indicate which of the following have been done and fill in the number completed below: <ul style="list-style-type: none"> <li>• Surveillance Evaluation Abstract</li> <li>• Summary of Survey Findings</li> <li>• Recommendations for Intervention</li> <li>• Other (Please specify _____)</li> </ul> # completed = _____		
2.	At least two complete study reports (e.g., scientific manuscripts, reports to District Health Center or Hanoi School of Public Health, thesis).		
3.	At least three oral presentations of $\geq 15$ minutes each.		

**Competency #6: ADDITIONAL PUBLIC HEALTH APPLICATIONS**

No.	Contents	Yes	No
1.	Outbreak or Disaster Investigation		
2.	Appropriate Use of Qualitative Methods: <ul style="list-style-type: none"> <li>• Key Informant Interviews</li> <li>• Focus Group Discussions</li> <li>• Social Marketing</li> <li>- Identify appropriate target group(s)</li> <li>- Determine method(s) of communicating message</li> <li>- Develop health education materials</li> <li>• Health Education / Promotion</li> </ul>		
3.	Cost, Cost-Effectiveness and/or Cost-Benefit Analysis		

Except as noted in Competency #3 (Task-based Management), all criteria for Competency #1 through Competency #5 are required. The additional public health applications listed under Competency #6 are generally considered optional at present, but key informant interviews and some sort of cost analysis are expected as necessary components of Competency #4.



**PHASE II:**

**CHECKLIST FOR SUPERVISION AND PROCESS EVALUATION  
Technique and Process of Data Collection**

No	ITEMS	YES	NO
1	Pretest the data collection tools		
2	Pretest sampling procedures		
3	What is the chosen sampling method of the research?		
	• Simple random sampling		
	• Systematic sampling		
	• Stratified sampling		
	• Cluster sampling		
	• Sampling for case-control study		
	• Convenience sampling		
	• Total sampling		
	• Others (specify)		
4	Was the same sampling procedure used in the field as proposed in the study design?		
5	Sampling frame (for simple random, systematic and stratified sampling)		
6	The list of sampling units chosen		
7	Train the local health workers to help to collect data		
8	Collect data with the above mentioned health workers, with ≥30% of the total sampling to be done by the researcher.		

**Step 2: Monitor the data collection process by randomly chosen 1-2 fully completed questionnaires and check the following issues in the field**

9	The interviewee in the questionnaire is actually part of the sampling group		
	Has the individual been interviewed?		
	Is the gathered information credible?		
10	The REC file is submitted on time		
Constrains faced during process of collecting data and way to deal with ..... ..... ..... .....			

**Remarks after supervision:**

.....  
 .....  
 .....  
 .....  
 .....

**PHASE III:****DATA PROCESSING AND DATA ANALYSIS ACTIVITIES**

These activities can be carried out in the field or in the school while taking in to account the constrains faced during this periods that can prevent students complete their work on time.

No	ITEMS	YES	NO
1	Work plan for data processing		
2	Work plan for data analysis		
3	Number of questionnaire with missing data (MD) (Note if yes: .....)		
4	Exclusion of questionnaire with too much missing data?		
5	To make clear the contradictory differences in information collected in the questionnaire if that were found?		
6	Consider the impact due to exclusion the questionnaires with missing data		
7	Sum up, and consider all the impact due to exclusion of questionnaires to include in discussion part of the report		
<b>A. DATA PROCESSING</b>			
1	Data processing		
	<ul style="list-style-type: none"> <li>• manual</li> <li>• computer</li> </ul>		
2	Data coding		
	<ul style="list-style-type: none"> <li>• Manual</li> <li>• Computer</li> <li>• Coding of open-ended question</li> </ul>		
3	Data processing used computer		
	<ul style="list-style-type: none"> <li>• Consult with computer expert right after setting up questionnaire and dummy tables</li> <li>• Editing of data using computer</li> <li>• Software - what?</li> </ul>		
4	If use manual data processing		
	<ul style="list-style-type: none"> <li>• Using of Data mater sheet-(DMS) to summarize data</li> <li>• Do not use DMS to summarize data</li> <li>• Manual sorting</li> <li>• Tally counting</li> </ul>		
<b>B. DATA ANALYSIS</b>			
1	Results related to the descriptive epidemiology		
2	Contingency tables are appropriate to the research objectives and variables		
3	Analyzing of qualitative data		
4	Results are correct and appropriate to the statistical tests		

## CHECKLIST AND GRADING CRITERIA FOR REPORT WRITING

No	Items	Score frame	Actual score
<b>1</b>	<b>Layout of the report</b>	<b>10</b>	
	- Good quality typing, line spacing, page numbers and photocopying	3	
	- Numbering of figures and tables, provision of clear title for them.	2	
	- Accuracy and consistency in using quotations and references	5	
<b>2</b>	<b>Contents</b>	<b>40</b>	
	- Accurate and clear research topic statement	5	
	- General and specific objectives	10	
	- The types of study and methods used	5	
	- Accurate and clear main findings and conclusions	10	
	- Using clear, consistent and appropriate table and graphs to present data.	5	
	- Brief and sufficient writing.	5	
<b>3</b>	<b>Logical and critical aspects of contents</b>	<b>25</b>	
	- Develop a logical foundation for the report	10	
	- Comparison with findings from other studies	5	
	- Critical analysis of the findings	5	
	- Synthesis summary and conclusion	5	
<b>4</b>	<b>Creative aspect</b>	<b>15</b>	
	- Appropriate topic chosen	5	
	- Data were collected by the researcher	5	
	- Innovative approach used	5	
<b>5</b>	<b>References:</b>	<b>10</b>	
	- Include the main references related to topic	5	
	- Presentation consistency	5	
	<b>Total score</b>	<b>100</b>	

**LIST OF NATIONAL HEALTH PROGRAMS**

1. TB control program
2. Malaria control program
3. CDD program
4. EPI program
5. Nutrition program
6. ARI program
7. Goiter and Iodize deficiency program
8. HIV/AIDS program

.....

**TIME SCHEDULE FOR MPH COURSE**

**FIRST YEAR**

***First term***

**First 8 weeks**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>M</b>	Basic modules	Foreign languages	Basic modules	Bio-statistics	Foreign languages
<b>A</b>	Basic modules	Computer skills	Basic modules	Foreign languages	Computer skills

**The following weeks**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>M</b>	Health management	Epidemiology 1	National health programs	Health education and promotion	Seminars
<b>A</b>	Bio-statistics	Library Self study	Occupational health	Tutorial	Library Self study

**Second term**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>M</b>	Health management/ Health policy	Epidemiology 2	National health programs	Health economics/ Environmental health	Seminar
<b>A</b>	Disease prevention	Library Self study	Demography	Tutorial	Maternal Child Health

