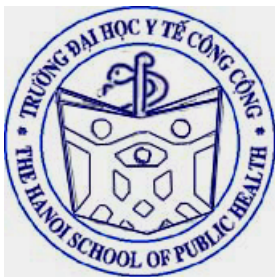


**CURRICULUM FOR MASTER OF PUBLIC
HEALTH TRAINING COURSE**
PUBLIC HEALTH SCHOOLS WITHOUT WALLS (PHSWOW)



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Hanoi School of Public Health
138 Giang vo St.
Badinh-Hanoi-Vietnam
Telephone : 844 823 1079
Fax : 844 845 2738
Email: hsph@fpt.vn
hsph_ftc@fpt.vn
ftc@hsph.edu.vn

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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 should 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.
4. Plan, and conduct community health assessment through surveys or on-going surveillance in local community.
5. Plan, manage and evaluate public health program based on community health priorities.
6. Make informed and constructive criticism and pay judgment on a wide range of health issues.
7. Apply team work and communication skills effectively.
8. Apply basic computer skills and techniques.

COURSE PARTICIPANTS:

- **University 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 SOCIOLOGY

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

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

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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.

MODULE	ENGLISH
Learning objectives The students will be able to:	1. Practice and communicate in common topics such as family, work, hobbies, etc., in English. 2. Read and understand common medical English materials. 3. Demonstrate and use correct tenses and basic sentence structures.
Number of credit(s)	12
Contents	1. The new headway 2. Strategies for listening 3. Practice speaking
Methods	Formal lectures, group work, practice.
Lecturers	Nguyen Huy Quang, MSc.; Nguyen Thi Bich Hai, MSc.; Nguyen Bich Ngoc, MSc.; Tran Van Anh, BA.; Nguyen Ba Hoc, MSc.
Facilitators	Tran Van Anh, BA.
Materials used in class	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.

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

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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.** 03SIDA, 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. 03SIDA. **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.
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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

MODULE	BASIC COMPUTER SKILLS
Learning objectives The students will be able to:	<ol style="list-style-type: none"> 1. Have fundamental understanding of computer and operating systems 2. Use MS Word in word processing 3. Use MS Excel to manage and process data. 4. Use Epi-Info to process and analyze data. 5. Use MS PowerPoint to prepare presentations 6. Understand Computer communication systems (Internet, Email) 7. Understand about computer virus and know how to prevent, detect and clean computer viruses.
Number of credit(s)	4
Contents	<ol style="list-style-type: none"> 1. Introduction to computers 2. The basics of Windows 95/98 3. Word processing (MS Word) 4. Data worksheet (MS Excel) 5. Introduction to Epi-Info. 6. Computer communication networks 7. Computer maintainance
Methods	Lectures, practice in the computer lab, using available data sets
Lecturers	Pham Viet Cuong A, BA.; Pham Viet Cuong B, BA.; Le Cu Linh, MD., MSc; Invited lecturers
Facilitators	Vuong Tuan Anh, MD., Nguyen Tuong Nam, Eng.
Materials used in class	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.

MODULE	EPIDEMIOLOGY
<p>Learning objectives</p> <p>The students will be able to:</p>	<ol style="list-style-type: none"> 1. Describe key features and applications of descriptive and analytic epidemiology. 2. Calculate and interpret frequency measures used in epidemiology. 3. Describe and apply different research methods used in epidemiology. 4. Describe the process, uses, evaluation of public health surveillance. 5. Identify source of bias, error, confounding and ways to control. 6. Describe key features and applications of disease screening in human population.
<p>Number of credit(s)</p>	<p>4</p>
<p>Contents</p>	<ol style="list-style-type: none"> 1. Introduction to Epidemiology/main concepts, health and diseases. 2. Introduction to research methods used in Epidemiology 3. Frequency measures used in Epidemiology 4. Measurement of impacts and associations 5. Cross sectional analytic study 6. Case-Control study 7. Cohort study 8. Experimental/Intervention study 9. Causation in Epidemiology 10. Bias, Error, and Confounding variables 11. Disease Screening 12. Public health surveillance 13. Evaluation of health services
<p>Methods</p>	<p>Formal lectures, group work, practice; the practice of Epi-info will be integrated in the lectures.</p>
<p>Lecturers</p>	<p>Le Vu Anh, Ph.D.; Nguyen Tran Hien, MPH.; Pham Hoang Anh, MPH.; Luu Ngoc Hoat, MPH.; Tran Huu Bich, MD.</p>
<p>Facilitators</p>	<p>La Ngoc Quang, MD., Le Thi Thanh Ha, MSc.</p>
<p>Materials used in class</p>	<p>Handouts, case studies, individual exercises, self assessment quiz, overhead transparencies, flip charts.</p>

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.
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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.

MODULE	BIO-STATISTICS
Learning objectives The students will be able to:	<ol style="list-style-type: none"> 1. Demonstrate basic knowledge of health statistics 2. Apply statistical methods in the collection, presentation and analysis of data. 3. Use statistical methods in the interpretation of health data from Public Health research.
Number of credit(s)	4
Contents	<ol style="list-style-type: none"> 1. Introduction to collection and displaying data 2. Mean, standard deviation, median and other parameters 3. Setting confidence limits for a proportion 4. Assessing the differences between two proportions 5. The Chi square test for contingency tables 6. Confidence limits and significance test for sample mean 7. Confidence interval and significance testing for the comparison of two sample means 8. Analyzing paired data 9. Relationship between two qualitative variables 10. Standardization 11. Non-parametric methods
Methods	Lectures, case studies, group discussions, games, individual exercises
Lecturers	Tran Thi Luu, MPH.C.; Hoang Minh Hang, MD.; Luu Ngoc Hoat, MPH., Le Cu Linh, MD. MSc.,
Facilitators	Pham Viet Cuong, BA.; Vuong Tuan Anh, MD.
Materials used in class	Handouts, case studies, overhead transparencies.

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1. **Những kiến thức thống kê y tế cơ bản** - The Vietnamese translated version of Statistics.
2. **Betty R Kirkwood. Essentials of Medical Statistics.** Blackwell Scientific Publications. 1988.
3. Harold A HAHN . **Statistics methods in Epidemiology,** Oxford University Press
4. Paul S. Levy. **Sampling of Populations: Methods and Applications,** JOHN WILEY & SONS Publications.
5. **Adequacy of Sample Size in Health Studies.** JOHN WILEY & SONS Publications
6. P. Armitage, G. Berry. **Statistics Methods in Medical Research.** Blackwell Scientific Publications.
7. Richard D. Remington, M. Anthony Schork. **Statistics with Applications to the Biological and Health Sciences.** Prentice-hall, Inc., Englewood.
8. Sidney Siegel. **Nonparametric Statistics for Behavioral Sciences.** McGraw Hill
9. Kleinbaum, Kupper, Muller. **Applied Regression Analysis and Other Multivariable methods.** PWS Kent Publish Company.

MODULE	DEMOGRAPHY
Learning objectives : The students will be able to	<ol style="list-style-type: none"> 1. Understand world population issues and the main determinants of population trends. 2. Analyze the strengths and weaknesses of sources of demographic data. 3. Apply basic demographic measurements and use demographic indicators. 4. Understand and analyze the relationship between population and development, and between population and reproductive health. 5. Analyze key population indicators of Vietnam, based on actual data to formulate policies.
Number of credit(s)	3
Contents	<ol style="list-style-type: none"> 1. Introduction to Demography 2. Sources of demographic data - Population structure and characteristics 3. Fertility concepts and determinants 4. Mortality and its determinants 5. Migration and urbanization 6. Population and development 7. Population and reproductive health 8. Population projection 9. Population policy 10. Functions and structure of Population and FP Committee
Methods	Formal lectures, group work, Epi-Info practice, EpiMap, People, Target Setting and other computer software will be used in the lectures.
Lecturers	Nguyen Dinh Cu, Ph.D.; Dao Van Dung, Ph.D.; Pham Dai Dong, MSc.; Nguyen Thi Thieng, Ph.D.; Le Cu Linh, MD. M.Sc.
Facilitators	Le Thi Vui, BA.
Materials used in class	Handouts, case studies, practice exercises, multiple choice question tests, overhead transparencies, flip charts, and computer lab.

References

1. Asha Bhende. **Principles of Population**. 1988.
2. Asha Bhende & Tara Kanitkar. **Principles of Population Studies**. - Himalaya Publishing House, Bombay 1992.
3. Bộ môn Dân số - Trường Đại học Kinh tế Quốc dân. **Giáo trình Dân số học** - Hà nội 1997.
4. 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.
5. Colin Newell. **Methods and Models in Demography**. — Belhaven Press. London 1994.
6. 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.
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12. Palmore, Jame A. & R.W. Gardner. **Measuring Mortality, Fertility & Natural Increase: A Self-Teaching Guide to Elementary Measures**. - Honolulu, East-West Population Institute. 1983.
13. Tổng cục Thống kê. **Điều tra nhân khẩu học giữa kỳ 1994**. Nhà xuất bản Thống kê. Hà nội 1995.
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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.
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20. Epi Info version 6 - A Word processing, Database and Statistics System for Epidemiology on Microcomputers. CDC - 1994.

MODULE	HEALTH MANAGEMENT
Learning objectives The students will be able to:	<ol style="list-style-type: none"> 1. Describe the principle contents of Health sector development and trends to the year 2020. 2. Describe and analyze the health system at the community and provincial levels 3. Demonstrate the essential competencies and skills of health managers. 4. Identify health problems and set health priority. 5. Plan for public health programs/activities 6. Describe the content of implementation, monitoring and evaluation steps for a local public health program.
Number of credit(s)	3
Contents	Health organization <ol style="list-style-type: none"> 1. Health development planning to the year 2020. 2. Health organization system in Vietnam Management concepts and skills <ol style="list-style-type: none"> 3. Introduction to management and health management. 4. Psychology of management 5. Team building and consensus techniques Management Process <ol style="list-style-type: none"> 6. Planning for health program/activities <ul style="list-style-type: none"> - Data collection-problem identification - Setting priorities - Problem analysis - Setting objectives - Strategic planning - Work plan 7. Health Program monitoring and evaluation
Methods	Formal lectures, group work, field work.
Lecturers	Prof. Le Hung Lam, Ph.D.; Prof. Pham Van Than, Ph.D.; Phan Van Tuong, MPH.; Prof. Truong Viet Dung, Ph.D.; Vu Khac Luong, MPH.
Facilitators	Do Mai Hoa, MD.; Nguyen Khac Liem, MD.
Materials used in class	Handouts, case studies, individual exercises, overhead transparencies, flip charts.

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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.**
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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.

MODULE	HEALTH POLICY
Learning objectives: The students should be able to	<ol style="list-style-type: none"> 1. Present main concepts of health policy 2. Analyse the relationship between government, beneficiaries and other international organization in health policy, especially in Vietnamese context 3. Present models of health system and discuss the abilities of applying them in reforming health sector in Vietnam 4. Write down a policy on a priority health problem
Number of credit(s)	3
Content	<p>SECTION 1: CONCEPTS AND METHODS</p> <ol style="list-style-type: none"> 1. Introduction to the course: definitions, concepts and key words. Determinants of health 2. Identification of problems. Assessment of demands. Use of information and making plan 3. Setting priority. Consensus methods. Developing policies. Moral issues in health 4. Action plan. Use of human resource. Budget. Logical basis 5. Monitoring and evaluation. Use of indicators 6. Write a health policy 7. Implement policies. Role of government. Human. Influences of beneficiaries 8. Implement policies. Relationships between partners. Roles of international co-operation <p>SECTION 2: LESSONS FOR HEALTH POLICY IN VIETNAM</p> <ol style="list-style-type: none"> 9. Key issues on health policy in Vietnam 10. Lessons applied for Vietnam based on health systems which are based on tax. Role of Government 11. Lessons applied for Vietnam based on health systems which are based on insurance. State - private integration system 12. Lessons applied for Vietnam based on market oriented health system. Influences of payments for services. Failure of Clinton's reform. 13. Lessons applied for Vietnam based on health system of countries which are in economical transition. Compare of Chinese and Russian health system 14. Old epidemics and emerging public health problems in Vietnam 15. Questions and issues on equity and effectiveness. Problems needed to review in state and private health sector in Vietnam 16. Economical development and inequity in health. Case studies from Thailand, China, Indonesia. Lessons applied for Vietnam
Methods	Problem solving: lecture, brain storming, group discussion, case study, discussion to solve problems Other methods including: students' presentation, reading assignments and other home work. Assessment: multiple choice questions, presentation of articles/ case studies, participation in group work

Lecturers	Jean Daniel Rainhorn, PhD; Nguyen Thanh Huong, MPH, MSc
Supervisors for discussion	Prof. Bui Thanh Tam, PhD; Pham Tri Dung, PhD; Bui Thi Thu Ha, MPH
Facilitator	Le Thi Thanh Ha, BA
Materials used in class	Articles, overhead, individual and group exercises, maps, case-studies, information bank including medline

References:

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11. What Lessons Can Less- Developed Countries Learn from the Experiences of Developed Nations in Health Care Financing? William C. Hsiao. Harvard University School of Public Health. 1990.
12. Tobacco Use in Vietnam. Christopher N. et al. JAMA. 277(21). 1997. pp1726-1731.
13. Poverty and health aligning sectoral programmes with national health policies. WHO. 1998

MODULE	HEALTH ECONOMICS
<p>Learning objectives</p> <p>The students will be able to:</p>	<ol style="list-style-type: none"> 1. Explain basics concepts of economics and health economics 2. Carry out a cost analysis study in health care 3. Explain basics principles of different health economic evaluation techniques 4. Choose appropriate technique for health economic evaluation to solve public health problems 5. Explain basic concepts in health financing and accounting 6. Identify sources of financing for health care 7. Interpret a financial report of a health program or facility, and able to create and monitor budget of a health intervention or program.
<p>Number of credit(s)</p>	<p>3</p>
<p>Contents</p>	<ol style="list-style-type: none"> 1. Introduction to economics and health economics (concepts of micro- and macroeconomics, basic macroeconomic indicators and their implications) 2. Health financing (concepts, sources of financing in health care, concepts of health resource allocation) 3. Health insurance, user fees 4. Introduction to cost analysis in health care 5. Outcome measurement and economic evaluation in health care (CEA, CBA, CUA, CMA) 6. Budgeting 7. Accounting, Auditing in health care (concepts of health accounting, auditing, capital and capital items, monitoring budget) 8. Marketing in Health care
<p>Methods</p>	<p>Lectures, group work, practical, and written assignments; examinations (short question to test the understanding of each subject).</p>
<p>Lecturers</p>	<ol style="list-style-type: none"> 1. Vu Xuan Phu, MD., BSc., MSc., Hanoi School of Public Health, 2. Le Hoang Anh, MSc., Center for Japanese Studies – Center for Social and Humanitarian Sciences, 3. Nguyen Quang An, BSc., MSc. Dept. of Finance and Accounting, MoH, 4. Tran Van Tien, MD., PhD., Vietnam Health Insurance, 5. Nguyen Thi Hong Ha, MSc., Population Council. 6. Tran Manh Dung, BSc. National Economic University – Hanoi, 7. Dang Vu Trung, MD., MA., Hanoi School of Public Health.
<p>Facilitators</p>	<p>Dang Vu Trung, MD., MA.</p>
<p>Materials used in class</p>	<p>Handouts, case studies, individual exercises, self assessment quizzes, overhead transparencies, flip charts,</p>

References

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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

MODULE	HEALTH SOCIOLOGY
<p>Learning objectives</p> <p>The students will be able to:</p>	<p>Basic knowledge:</p> <ol style="list-style-type: none"> 1. Describe basic concepts of health sociology that are important in public health issues (e.g.: equity, deviance...) 2. Describe the relationship between health and sociology 3. Understand theories of health sociology (e.g.: labeling theory and sick-role theory). <p>Assessment:</p> <ol style="list-style-type: none"> 4. Collect and analyze demographic characteristics (e.g.: age, gender, race, social level...) that can affect community health. 5. Apply sick-role theory in actual health care situation at your local area. 6. Identify the role of physician and the doctor-patient relationship. 7. Distinguish the two types of social organizations of hospital : traditional and administrative <p>Practical:</p> <ol style="list-style-type: none"> 8. Improve communication skills in order to have a good doctor-patient relationship. 9. Support and recommend how to best involve a community in health programs.
Number of credit(s)	3
Contents	<ol style="list-style-type: none"> 1. Introduction of sociology 2. History of social research achievements 3. Experimental sociological methods used in health research 4. Introduction to health sociology 5. Health sociology: concepts and application 6. Doctor- patients relationship
Methods	Active teaching, Independence learning, short questions and practice exercises Role- play, cinemas, focus group discussions
Lecturers	Prof. Chung A, Ph.D.; Le Ngoc Hung, Ph.D.; Nguyen Quy Thanh, Ph.D.; Hoang Ba Thinh, MA
Facilitators	Pham Phuong Lan, BA; Pham Thanh Hang, MD.
Materials used in class	Handouts, individual exercises, transparencies, case- study, overhead.

References

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2. Phạm Tất Dong, Lê Ngọc Hùng. **Xã hội học**. NXB Giáo dục, 1998
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7. **Quà biếu và ảnh hưởng của nó tới mối quan hệ thầy thuốc và bệnh nhân**, - khoa xã hội học Trường đại học khoa học xã hội và nhân văn thực hiện, 1996.
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9. Andrew C. Twaddle- Richard M.Hessler: **A sociology of Health**, M, A 278.
10. David Amstrong. **An outline of sociology as applied to medicine**. 1980.
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15. Karl E.Bauman. **Research methods for community health and welfare**. 1980 A23.
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17. Carl R. Rogers; Barry Stevens. **Person to person: The problem of being human; A new trend in psychology**. A 612.

MODULE	HEALTH EDUCATION AND PROMOTION
<p>Learning objectives</p> <p>The students will be able to:</p>	<p>Basic principles</p> <ol style="list-style-type: none"> 1. Describe the basic principles of health education and health promotion in public health. 2. Understand the connection between personal health behaviors and the major health problems in Vietnam. <p>Assessment</p> <ol style="list-style-type: none"> 1. Collect and analyze quantitative and qualitative data about individual and community health. 2. Seek consensus on the priorities among competing health problems. 3. Identify behavioral and non-behavioral factors (organizational/economic/environmental) influencing health problems. 4. Conduct an educational diagnosis, which includes an assessment of factors influencing behaviors at five different levels (personal, interpersonal, organizational, community and policy). <p>Planning</p> <ol style="list-style-type: none"> 5. Apply behavioral sciences, experiences and communication principles to health behavioral change. 6. Identify opportunities to create a favorable environment and public health policy to promote health. 7. Enhance community participation in the planning and implementation of health promotion programs. <p>Implementation</p> <ol style="list-style-type: none"> 8. Teach, counsel, and train to promote self-care so that people have the knowledge and skills to keep themselves and their families healthy. 9. Support and recommend changes in the health care system to promote health. <p>Evaluation</p> <ol style="list-style-type: none"> 10. Evaluate the process of implementation and the impact of a health education/health promotion program at the community level.
<p>Number of credit(s)</p>	<p>3</p>
<p>Contents</p>	<ol style="list-style-type: none"> 1. Introduction of health education and promotion 2. Needs assessment: methodology and skills 3. Community diagnosis: collecting and analyzing data with communities 4. Community diagnosis: setting educational and health objectives 5. Health- seeking behavior and utilization of health services 6. Prioritize educational objectives 7. Case-studies in health education 8. Plan a health education and promotion program 9. Administrative and policy diagnosis 10. Selecting appropriate methods - health education with individuals 11. Selecting appropriate methods - health education with groups

	<p>12. Selecting appropriate methods - health education with communities</p> <p>13. Information, education, communication strategy</p> <p>14. Supervise and evaluate a health education and promotion program.</p> <p>15. Review and exam</p>
Methods	<ul style="list-style-type: none"> ▪ “Problem-based learning”. ▪ Case studies, brain storming, ice breaking session, group discussion. ▪ Other methods include: <ul style="list-style-type: none"> - Short presentations by faculty and guest lecturers. - Reading and other homework assignments
Lecturers	Prof. Chung A, Ph.D.; Nguyen Van Dien, MPH; Le Ngoc Hung, Ph.D.; Phan Thuc Anh, Ph.D.; Truong Quang Tien, MPH; Nguyen Huy Nga, MA; Nguyen Van Hien, MA; Nguyen Bich Van, MD;
Facilitators	Pham Phuong Lan, BA, Pham Thanh Hang, MD.
Materials used in class	Handouts, observation, individual exercises, transparencies, map, skills checklists, case- study.

References:

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2. Dignan, MB and Carr, PA. **Program Planning for Health Education and Promotion**,
3. **Second Edition**. Lea and Febiger, Philadelphia, PA. 1992.
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16. World Health Organization. (1978). Alma-Ata 1978: Primary Health Care. **Health for All Series, No. 1**.

MODULE	ENVIRONMENTAL HEALTH
<p>Learning objectives</p> <p>The students will be able to:</p>	<ol style="list-style-type: none"> 1. Describe the fundamental concepts of health environmental 2. Identify current environmental health problems in Vietnam 3. Describe the diseases related to environment and preventive measures. 4. Understand disaster management and control. 5. Understand the principles of present and future environmental health issues in Vietnam.
<p>Number of credit(s)</p>	<p>3</p>
<p>Contents</p>	<ol style="list-style-type: none"> 1. Introduction to environmental health 2. Environmental health evaluation 3. Air pollution 4. Food sanitation 5. Solid waste management 6. Vector control and management 7. Toxic and hazardous chemicals 8. Water hygiene 9. Disaster sanitation management 10. Environmental epidemiology: Introduction to environmental health. Applying environmental epidemiological methods of investigation in outbreaks. 11. Environmental health management: Information on environmental health. Planning, evaluation of preventive projects in environmental health.
<p>Methods</p>	<p>Formal lectures, group work</p>
<p>Lecturers</p>	<p>Prof. Nguyen Van Thuong, PhD., Nguyen Van Man, PhD., Prof. Truong Viet Dung, PhD., Prof. Bui Thanh Tam, PhD., Prof. Dang Duc Phu, PhD.; Nguyen Huy Nga, MPH.; Nguyen Trinh Huong, MSc, Le Thanh Huong, MSc.</p>
<p>Facilitators</p>	<p>Nguyen Huu Thang, BA.</p>
<p>Materials used in class</p>	<p>Handouts, case studies, individual exercises, overhead transparencies, flip charts.</p>

References

1. Abram S. Benéon. **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
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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

MODULE	OCCUPATIONAL HEALTH
Learning objectives The students will be able to:	<ol style="list-style-type: none"> 1. Explain the role and the functions of occupational health in worker health protection. 2. Identify occupational hazards of various working environments. 3. Describe some common occupational hazards in the workplace. 4. Describe methods of diagnosing occupational injuries and diseases and health care solutions for workers. 5. Establish preventive plans in order to prevent work-related injuries in the workplace.
Number of credit(s)	2
Contents	<ol style="list-style-type: none"> 1. Basic concepts of occupational health and its importance in the protection of worker's health. 2. Causes of unhealthy microclimate conditions in the working environment of factories. 3. Dust pollution in the workplace 4. Toxicology of production processes 5. Noise pollution 6. Radiation hazards 7. General issues of occupational safety 8. Application of community diagnosis and epidemiology in occupational health.
Methods	Lecturing, group discussion, practice, role play
Lecturers	Prof. Bui Thanh Tam, Ph.D.; Prof. Le Trung, Ph.D.; Nguyen Van Hoai, MPH. Tran Van Tap, Ph.D.; Nguyen Hong Tu, MPH.; Nguyen Bach Ngoc, MPH.; Le Khac Duc, Ph.D.; Nguyen Le Ngan, MSc.; Nguyen Thuy Quynh, MPH.
Facilitators	Nguyen Ngoc Bich, MD.
Materials used in class	Handouts, video tape, case studies, individual exercises, self assessment quiz, overhead transparencies, flip charts.

References

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2. **An toàn - Sức khoẻ và điều kiện lao động**, Tài liệu tập huấn của Vụ Y tế dự phòng, Bộ Y tế - Hà nội, 1999
3. Lê Trung, **Bệnh nghề nghiệp**, Nhà xuất bản y học - Hà nội, 1990
4. **21 Bệnh nghề nghiệp được bảo hiểm**, Viện Y học lao động và Vệ sinh môi trường - Hà nội, 1997
5. **Những văn bản hướng dẫn thực hiện công tác Bảo hộ lao động**, Nhà xuất bản lao động, Hà nội,
6. **Sổ tay vệ sinh lao động và chăm sóc sức khoẻ công nhân**, Nhà xuất bản y học - Hà nội, 1999
7. **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
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. Barry S. Levy, David H. Wegman, **Occupational Health/ Recognizing and Preventing Work - Related Disease**,. Third Edition, 1994
10. **Basic course in Occupational Medicine**, USAHPPM, 1999

MODULE	COMMUNITY - BASED REHABILITATION (CBR)
Learning objectives The students should be able to:	<ol style="list-style-type: none"> 1. Understand national strategy on community - based rehabilitation. 2. Understand the importance and tasks of community - based rehabilitation on the Primary Health Care system in Vietnam. 3. Understand the causes of handicap and apply the appropriate prevention. 4. Understand the principle elements of the CBR program 5. Participate in developing plans for monitoring and supervising CBR programs.
Number of credit(s)	3
Contents	<ol style="list-style-type: none"> 1. Basic concepts of Community -based Rehabilitation 2. Process of getting handicap and Strategies of prevention 3. Community -based Rehabilitation on Primary Health Care system 4. Some appropriate therapies applied to Community - based Rehabilitation 5. Occupational Therapy on Community - based Rehabilitation 6. Social Integration on Community -based Rehabilitation 7. Steps to implement the Community -based Rehabilitation program in Vietnam. 8. Strategies of developing CBR
Methods	Lecture, group discussion, practice, role play
Lecturers	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.
Facilitators	Nguyen Thuy Quynh, MSc.; Nguyen Ngoc Bich, MD.
Materials used in class	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

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

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.

MODULE	DISEASE PREVENTION
<p>Learning objectives</p> <p>The students will be able to:</p>	<ol style="list-style-type: none"> 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. 2. Describe epidemiologic characteristics of major infectious, chronic diseases and injuries in Vietnam. 3. List steps in the establishment of surveillance systems (infectious, chronic diseases, and injuries) and their importance in disease prevention 4. Apply and develop strategies to prevent and control infectious, chronic disease and injuries in the workplace.
<p>Number of credit(s)</p>	<p>3</p>
<p>Contents</p>	<ol style="list-style-type: none"> 1. Global burden of disease and burden of disease in Vietnam <u>Infectious diseases</u> 2. Epidemiology of infectious diseases, disease prevention and control strategies 3. Surveillance system of infectious diseases 4. Epidemiology of TB and National TB Control Program 5. HIV/AIDS: Epidemiology and prevention program in Vietnam 6. Dengue fever and Japanese encephalitis 7. Typhoid - Hepatitis B <u>Chronic diseases</u> 8. Cancer epidemiology, Prevention and Control 9. Cancer surveillance 10. Cardiovascular diseases - Public health burden & prevention strategies 11. Mental disease - Epidemiology and prevention strategies 12. Diagnosis and treatment of Schizophrenia in the community <u>Injury</u> 13. Injury epidemiology - Prevention and control 14. Injury surveillance 15. Observation study and discussion on traffic safety
<p>Methods</p>	<p>Formal lectures, group work.</p>
<p>Lecturers</p>	<p>Le Vu Anh, Ph.D.; Pham Hoang Anh, MPH.; Nguyen Tran Hien, MPH.; Pham Thanh Thuy, MSc.; Ha Van Nhu, MPH.; Dinh Dang Hoe, Ph.D.; Tran Huu Bich, MPH.</p>
<p>Facilitators</p>	<p>Tran Huu Bich, MPH.; Pham Quynh Nga, MD.</p>
<p>Materials used in class</p>	<p>Handouts, case studies, individual exercises, self assessment quiz, overhead transparencies, flip charts.</p>

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

	13. Writing of a research proposal
Methods	Active teaching, Independence learning, practice exercises Role- play, focus group discussions
Lecturers	Le Vu Anh, PhD.; Nguyen Tran Hien, MPH; Luu Ngoc Hoat, MPH; Pham Hoang Anh, MPH.; Tran Huu Bich, MPH.; Le Cu Linh, MSc.
Facilitators	Le Thi Thanh Ha, MSc.; La Ngoc Quang, MD.; Pham Quynh Nga, MD.
Materials used in class	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

Score	Score items	First year converted score
Module score	- Average of the module final score	<i>60% of total final score</i>
Course work score	- 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.¹
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.

¹Intervention/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 Hanoi and 5 in rural 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 site: 2-3

3. Time periods and assignments

No	Training period	Activities	Final product
1 st field site ³	<i>1st four-month period</i>	1 st two-month: Rural Rapid Community appraisal	Report
2 nd field site	<i>Optional for 1st or 2nd</i>	2 nd two-month: Urban Rapid Community appraisal	Report
		Formulate Research topic either from 2 assessments	
1 st or 2 nd site	<i>2nd four-month period</i>	Conduct research project ²	Study proposal
		1. Study proposal	
		2. Defense of proposal	
	<i>Last two-month period</i>	3. Data collection and analysis	Dissertation
		Development of thesis	

²Crossectional 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.

³will stay in one site for more complex study that needs more time.

GANTT 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
First four-month period											First four-month period
First Rapid appraisal											<ul style="list-style-type: none"> - Support supervision on the activities - Supervision on the study design, data collection tools
<ul style="list-style-type: none"> - Setting up work plan - Writing a study design (rapid appraisal) - Collect secondary and additional data by using quantitative and/or qualitative techniques 											<ul style="list-style-type: none"> - Supervision on data collection and data analysis - Support supervision on the issues of writing a scientific report
<ul style="list-style-type: none"> - Data analysis - Writing, and presenting scientific report 											
<i>Start first rotation.</i>											
Second Rapid appraisal											<ul style="list-style-type: none"> - Supervision on study design, data collection tools - Supervision on data collection and data analysis
<ul style="list-style-type: none"> - Writing a study design (rapid appraisal) - Collect secondary and additional data by using quantitative and/or qualitative techniques - Data analysis - Writing, and presenting scientific report 											<ul style="list-style-type: none"> - Support supervision on the issues of writing a scientific report
Second four-month period											Second four-month period
<ul style="list-style-type: none"> - Setting up work plan for 4 months - Selecting appropriate research methodology for selected research topic 											<ul style="list-style-type: none"> - Support supervision on the activities - Provide some technical issues on priority setting for research topic, research methodology
<ul style="list-style-type: none"> - Writing a Study design - Back to the school on seminar - Pretest research methodology and data collection tools 											<ul style="list-style-type: none"> - Supervision on the issues concerning the study design, and data collection tools
<ul style="list-style-type: none"> - Data collection - Data processing and data analysis 											<ul style="list-style-type: none"> - Supervision on data collection and data analysis - Providing computer skill, data interpretation and using statistic indicators
Last two-month period											Last two-month period
<ul style="list-style-type: none"> - Development of a final thesis based on selected topic - Making and selecting references needed for thesis in the library 											<ul style="list-style-type: none"> - Supervision on thesis writing
<ul style="list-style-type: none"> - Writing up the thesis - Thesis presentation. 											
Entire field training period											Entire field training period

4. Time periods and process evaluation

Time periods	Actual score	Converted score
<i>First 4-months period</i>		
First rapid appraisal	Score of first two months PE (report)	50%
Second rapid appraisal	Score of second two months PE (report)	50%
Score	Total of process evaluation score	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%
Score	Total of process evaluation score	Actual score x 2
<i>Last 2-month period</i>		
First month		
Second month		
Score	Thesis score and presentation	Actual score x 3
Total or final score	Total score/6 and be converted to scale score out of 10	

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 (≤ 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 ≤ 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"> • Analytic Cross-Sectional Study • Case-Control Study • Retrospective Cohort Study • Prospective Cohort Study 		
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"> • Simple Random Sampling • Cluster Sampling • Sample Size Estimation for Case-Control Study 		
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"> • All interviews conducted by student, and observation done by other trained personnel. • All interviews and observational measurements conducted by student. (Note: There is an increased risk of interviewer bias with this method over the one above.) • Student trained survey personnel to assist with interviews but personally completed $\geq 50\%$ of the interviews for the study. 		
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"> • Verify accuracy of all outliners. • Verify accuracy of data entry for a sample of questionnaires. 		

12.	Data analysis: <ul style="list-style-type: none"> • Descriptive Epidemiology • Crude 2x2 Tables • Stratified Analysis: <ol style="list-style-type: none"> (1) Rule out effect modification (2) Assess confounding where appropriate 		
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"> • Constructive and Cooperative Contribution to a Team • Effective Team Leadership • Personnel Supervision (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"> • Time Management (logistics) • Financial Management (accounting) • Other Resource Management (supplies, personnel, etc.) 		
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"> • Set Objective • Validate Objective (e.g., key informant interviews or focus group discussions) • Develop Action Plan (i.e., identify activities toward meeting objective) 		
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"> • Surveillance Evaluation Abstract • Summary of Survey Findings • Recommendations for Intervention • Other (Please specify _____) # 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"> • Key Informant Interviews • Focus Group Discussions • Social Marketing - Identify appropriate target group(s) - Determine method(s) of communicating message - Develop health education materials <ul style="list-style-type: none"> • Health Education / Promotion 		
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.

CHECKLIST FOR SUPERVISION AND PROCESS EVALUATION OF FIELD ACTIVITIES

PHASE I:

**CHECKLIST FOR SUPERVISION AND PROCESS EVALUATION
Problem Identification and Study Design**

No	Items	Yes	No
I	Work plan for 4-month field activities*¹		
II	Choose Research topic		
III	Methodology of chosen topic		
	• Research topic chosen based on the results of exploratory research		
	• Research topic chosen based on the results of secondary data		
	• Research topic chosen based on the results of RA		
IV	Characteristics of chosen topic		
	• Duplication with other research carried out before		
	• Feasibility		
	• Applicability		
	• Political Acceptability		
	• Urgency of data needed		
	• Ethical considerations		
V	Teamwork skills		
	• Discuss with local health center staff to identify priority problem(s) * ²		
	• Discuss with related local authority to identify priority problem(s)		
	• Discuss with team members on research topic and getting support from local health center (3M) * ²		
VI	Submission of study design on time		
VII	Commitment of Health center for the sustainability of this topic		
	• Support on manpower		
	• Support on financial resources		
	• Material and facility resources		
Chosen research topic:(write down)			
.....			
.....			
.....			

Research Proposal:

Score for Proposal:

Score for Presentation of proposal:

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		
	• 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 $\geq 30\%$ 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		
A. DATA PROCESSING			
1	Data processing		
	• Manual		
	• Computer		
2	Data coding		
	• Manual		
	• Computer		
	• Coding of open-ended question		
3	Data processing used computer		
	• Consult with computer expert right after setting up questionnaire and dummy tables		
	• Editing of data using computer		
	• Software - what?		
4	If use manual data processing		
	• Using of Data mater sheet-(DMS) to summarize data		
	• Do not use DMS to summarize data		
	• Manual sorting		
	• Tally counting		
B. DATA ANALYSIS			
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
1	Layout of the report	10	
	- 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	
2	Contents	40	
	- 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	
3	Logical and critical aspects of contents	25	
	- 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	
4	Creative aspect	15	
	- Appropriate topic chosen	5	
	- Data were collected by the researcher	5	
	- Innovative approach used	5	
5	References:	10	
	- Include the main references related to topic	5	
	- Presentation consistency	5	
	Total score	100	

TIME SCHEDULE FOR MPH COURSE

FIRST YEAR

First term

First 8 weeks

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

The following weeks

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

Second term

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

