



UniversityHospital Heidelberg  
**Institute of  
 Public Health**

## Postgraduate Studies

# Master of Science & Short Courses in International Health



## Schedule 2012



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## The Institute of Public Health

### *Formerly Department of Tropical Hygiene and Public Health*

The Institute was founded in 1962 and has steadily grown since.

It currently has a staff of about 60, which includes full professors, assistant professors, research associates, support staff (lab technicians, managers and staff assistants), and a varying number of visiting scholars, post doctoral fellows and doctoral students.

The Institute is part of the University which enjoys a public core funding. However, more than two thirds of our funds (and therefore our staff) is competitively acquired for research, teaching and consulting activities.

Our mission statement emphasises our international perspective with a focus on low and middle income countries:

### **Mission Statement**

Our mission is to contribute to the improvement of health through research, teaching and direct services (patient care, consulting) in developing countries and at home. To fulfil this mission, we attach great importance to linking our activities in several ways:

On the one hand, we want to make sure that our staff teaches, evaluates development projects in the health sector of low and middle income countries, and participates in research so that their insight and experience from different activities are enhancing each other.

As an example, research results are fed immediately into lectures; insights from policy evaluation help us in the design of our own research projects.

On the other hand, we seek to look at health and health systems from an international perspective, linking experience in the north and south.

An example is our study of different ways to organise health insurance, spanning from our own Bismarckian social security to community-based insurance in Burkina Faso.

A third linkage we cherish at the Institute is the linkage between different disciplines:

Health economists, epidemiologists, political scientists anthropologists, mathematicians, sociologists, biologists, management specialists, geographers, and work closely together with public health and clinical physicians.

Our staff is working within five thematic units: Health Systems Research; Health Economics; Epidemiology and Biostatistics; Clinical Tropical Medicine & Disease Control; Schistosomiasis Research and Malaria Research.

Each unit develops their substance area integrating research, teaching and service.

The teaching activities include the teaching of medical students (undergraduate), preparatory courses for development aid workers (in German), the "Ärzteprogramm" (in German), and the postgraduate Short Courses and Master of Science in International Health.



## Heidelberg University

The University of Heidelberg, the oldest university in Germany, was founded in 1386 by Elector Ruprecht I of the Palatinate.

During the course of its eventful 600-year history, it has seen both triumphs and disasters.

In the late 16th century, it became one of the most important centres of the Reformation and of Calvinism.

As a result of wars in the 17th century, the University lost its collection of manuscripts, the unique "Bibliotheca Palatina", and later all of its buildings.

In 1803 Karl Friedrich of Baden endowed the University with new statutes, enabling it to develop into a seat of academic excellence by the end of the 19th century.

The Ruprecht-Karls-Universität thus owes its double name to both of its founders.

Today the University has about 24,000 students, among them more than 4,500 international students, and is regarded as an important centre of modern research and study in Germany.

Its fifteen faculties embrace a wide spectrum of subjects in the arts and sciences, including medicine.



## Postgraduate Studies

### Course Venue

All courses take place on the university campus in Heidelberg.

(Except three short courses run in cooperation with evaplan and Inwent which take place at the Inwent centre in Mannheim or Berlin.)

Heidelberg is located in the South-West of Germany, near Frankfurt which has an international airport.

### Lecturers

Lecturers in the courses generally have both field experience and an academic background in the course topic.

Besides our own international staff, we have many external lecturers from various sectors: e.g NGO's, international organisations, governmental sector, research and training programmes, etc.

### Learning Environment

Participants, as well as lecturers, are usually from a variety of countries, as well as professional and educational backgrounds.

### Course Hours

The courses run from Mondays to Fridays, 9am – ca. 5pm.

Most short courses/advanced modules end on the last day around lunchtime. Exceptions apply.

In general, there will be class on Public Holidays.

### Student Assessment Procedures

Each course is assessed.

In general, students are not asked for rote repetition of facts, but to synthesise knowledge obtained within a given module.

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

### Teaching and Learning Methods

The lecturers and course staff are committed to the development of a learning atmosphere which balances input lectures, participatory activities and independent, individual studies.

For this, a combination of approaches is used:

#### *Interactive lectures*

to present theoretical and conceptual issues

#### *Group work, group discussion, plenary sessions*

to enable the participants to share thoughts and ideas and thereby deepen their understanding of theories and concepts;

#### *Workshops and seminars*

to facilitate skills learning

#### *Tutorials*

to ensure the achievement of individual learning goals and to meet individual learning needs.

## Target Group

Public health practitioners, medical doctors, nurses, policy makers, programme/project planners and managers, paramedical staff, social scientists, educators, etc

## Certification

Master students receive a MSc degree by the Medical Faculty of the University upon completion of their study

All short course participants receive, upon successful completion of a course, a certificate of attendance by the university.

Registered tropEd students receive in addition an ECTS grade report (2 weeks/3 ECTS).

## Accreditation

The postgraduate Master of Science in International Health is accredited by the university senate and externally by "Acquin".

The Master and all modules are as well accredited in the tropEd network (or in the process) which offers a postgraduate Master in International Health across the network.

## Note

Courses tend to take place around the same time each year (exceptions apply).

Slight variations from the detailed course and module descriptions may occur due to re-/accreditation processes or student evaluations!



## Voices from Participants



*Dr. Mudassar Ben Abad,*

*IOM, Migration Health Programmes Coordinator, Pakistan  
MScIH 2008 alumni*

On the last academic day in the "Alta Aula" where we had our graduation ceremony of the Masters in International Health in 2008, myself and all other graduates had vowed to "Reduce the Know-Do gap" when we return in our countries and that's what I have been trying to do in my responsibilities.

It has been tough and challenging but the knowledge and skills which I gained during my one year intensive course empowered me to find better and efficient solutions.

Some of the areas of my work have been: contribution to health care management at district level, policy level discussion on communicable disease control including TB and HIV, Avian Influenza preparedness plan and strategies for enhancing human resource for health.

The University of Heidelberg has been a continuous source of inspiration and its dynamic Institute of Public Health has always been able to offer something new and innovative to quench my thirst for knowledge.

I do not have words to explain my feelings of love and admiration for this beautiful city. Its breathless beauty makes me spell bound every time I look at the Neckar and the mountains around it. These few words by no means express even 1 percent of what Heidelberg offers to its visitors.



*Evelyn Victoria E. Reside, MD, FPCP, FPCCP (left, with MScIH student Faiza Abdul Hamid)*

*Internal Medicine and Pulmonary Medicine, Quirino Memorial Medical Center, The Medical City, Philippines*

*tropEd student, short courses participant*

The courses at the University are always well-organized and relevant.

The learning atmosphere is a fruitful mix of both theory and real life and resonates with the global representation of its students.

Above all, the quality of the teaching and training reflects the passion and character of the people behind them.

Of course, I cannot say enough about how friendly and warm the organizers are, and how sincere they are in dealing with their students and the teaching staff.

I always bring Heidelberg with me wherever I am, and the fruits of my courses are quite evident in the quality of the work that I do, and I believe I am definitely growing and getting better all the time!

# Master of Science in International Health

## Introduction

International health focuses on health problems in low and middle income countries.

It includes the promotion of health, prevention and treatment of disease, palliative care and rehabilitation.

Studies of health systems, health economics, health policy, and management of health services are central.

International health integrates a number of disciplines e.g.:

- Anthropology
- Biology
- Clinical and Nursing Sciences
- Demography
- Economics
- Epidemiology
- Management Sciences
- Nutrition
- Psychology
- Public Health, Sociology
- Statistics
- Travel and Migrant Health
- Tropical Medicine.

The MScIH is intended for health and health-related professionals working in International Health.

Its focus is to provide students with a solid foundation in international public health principles and competency with the tools and methods necessary to initiate programmes that would improve the delivery of health services in an efficient, sustainable and equitable way.

A cursory view of the health delivery

systems in many developing countries shows a need for improved health policy, more efficient organisation and management at all levels of the delivery system, and sustainable financing. The MSc IH was developed with these factors in mind.

Graduates are expected to take up policy, planning, management or teaching positions in, e.g. international organisations, MOHs, national health programmes, NGOs and universities.

## Structure of the MScIH

The Master of Science in International Health consists of three parts, each accounting for 20 ECTS (European Credit Transfer System):

- Core Course
- Advanced Modules (Short Courses)
- Master Thesis & Oral Exam

## Full Time Study

The Master can be taken full time (1 academic year) in form of the [Residential Track](#). Students remain in Heidelberg for all their courses.

## Part Time Study

It can also be taken part time in form of the [European Track](#), in which participants have up to 5 years to finish the programme.

These students are required to take a number of courses outside of Heidelberg and Germany at partner institutions of the [tropEd network](#).

## Course Start

The course starts in October each year.

## Prerequisites

The MScIH programme is open to professionals in the health sector holding a higher academic degree: usually a 4 year BSc, a MSc first degree or an equivalent degree.

Candidates are expected to have at least two years of working experience in the sector of public health in low and middle income countries.

The medium of instruction is English. Students for whom English is not their first language must provide evidence of a 6.5 IELTS band (or 580 TOEFL score). Exemption may be granted to those who completed higher education in the English language.

## Course Fees

*Residential Track:*

EUR 14.095,-.

Included:

Core Course + Advanced Modules + Thesis + Final Exam

*European Track:*

EUR 7.863,-

Included:

Core Course + Thesis + Final Exam

Not included:

Advanced Modules which may be taken at various partner institutions. The course fees vary greatly between institutions. Average total ca. EUR 6.000,-.

*General Information*

The course fee does not include accommodation or other personal living expenses.

## Scholarships

The University of Heidelberg cannot grant any scholarships. Yet, several donor agencies offer scholarships for the programme. Information will be provided on request.

## MScIH Programme Manager

*Katharina Sommer*

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## Director of Teaching

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## Teaching Coordinator

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## Short Course Programme & tropEd Coordinator

*Natascha Petersen, M.A.*

Institute of Public Health

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## MSciH Overview

### Core Course

The Core Course is taken by all students. It introduces the student to the vast field of International Health and aims at providing the student with a solid foundation.

Modules 2 – 6 are assessed by exams, individual or group assignments.

### Learning Objectives Core

After the completion of the core course, students should be able to

- Critically collect, analyse and appraise qualitative and quantitative data relevant for the improvement of health and health care in low and middle income societies.
- Identify and analyse interrelated determinants of health and major health problems of populations in a cross-disciplinary perspective in low- and middle income societies.
- Plan sustainable improvements of health systems considering the diverse intercultural settings as well as social and ethical responsibilities.
- Clearly communicate and work professionally in a multi-disciplinary team.

### Content Overview Core

1. Creating a Learning Community
2. Introduction to International Health and Health Systems
3. Determinants of Health
4. Qualitative and Quantitative Research Methods
5. Health Policy and Evaluation
6. Health Planning and Management

### Advanced Modules (Residential Track):

Residential track students are required to complete successfully a total of 7 Advanced Modules, in general organised as two week **Short Courses**, which offer a more in-depth learning on the following topics:

1. Global Challenges in Reproductive Health: Evidence and Tools for Programme Implementation
2. Financing Health Care: Principles of Insurance
3. Disease Control: Strategies and Policies
4. Improving the Quality of Healthcare Services
5. Consultancy Skills: Evaluation of Health Facilities, Projects and Programmes
6. Leadership and Change Management
7. Elective (one out of)
  - Proposal Writing as a Consultancy Skill
  - Decision Making in Public Health: Evidence, Politics or Diplomacy
  - Public Health and Disasters
  - Health and Climate Change: Impact and Adaptation Strategies

### Advanced Modules (European Track - tropEd):

European track students select a number of advanced modules, which may be taken at various partner institutions and in total are equivalent to at least 20 ECTS (about 4 months of full-time study).

To comply to tropEd rules, from these 20 ECTS

- a maximum of **10 ECTS** can be gained at Heidelberg
- a maximum of **5 ECTS** may be gained by distance learning (counting towards HD credits)
- a minimum of **10 ECTS** have to be gained outside of Germany.

This attribute of the programme provides students with extensive exposure to other students and researchers in the field of IH, the possibility to study at renowned institutions worldwide and facilitates future networking.

The advanced modules are individually selected by the student based on their interests and needs.

The choice is tutored and guided by the MSciH management team.

The thesis is done with Heidelberg.

### Master Thesis

Students select a topic of their choice. Each student will be assigned an academic tutor who has expertise in the student's area of interest.

### Oral Exam

An Oral Exam, covering the respective thesis and the overall course content, takes place after the Master Thesis has been marked.



## Core Course Details

### Module 1: Creating a Learning Community

In this module, students become familiar with the facilities and services of the Institute and the University necessary for their study, including computer and library resources.

They are introduced to basic concepts of self and time management, as well as group dynamics and start applying these effectively when working in teams.

An orientation to living in Germany and the city of Heidelberg is also given, supporting students in their transition.

### Module 2: Introduction to International Health and Health Systems

Lectures on the history and scope of international public health help to create a common understanding of essential terms and perspectives.

This module introduces students to the health systems approach which includes identification of the elements, structure, and essential services of health systems in low and middle-income countries and the roles and responsibilities of various stakeholders in International Health

Students learn about major endemic infectious and non-communicable diseases and how to appraise their impact on the health of populations.

Current global initiatives for eradication of diseases are presented and strategies are explored which promote cooperation at the international, national and local level.

### Module 3: Determinants of Health

Health care services are essential for treating the sick and thus make a direct contribution to the health of individuals.

However, the health status of a population is determined to a large extent by factors which lie outside the direct influence of health care, such as gender, nutrition, culture, and the environment.

This module provides students with an overview of these determinants and reflects on the potential tools to address them.

Special attention is given to medical anthropology, reproductive and infant health, the integrated management of childhood illnesses and environmental health issues.

### Module 4: Qualitative and Quantitative Research Methods

#### Qualitative Research Methods:

Based on the understanding of socio-cultural factors developed in module 2 and 3, this module looks at qualitative research methods such as observation, interviews and focus group discussions used to study and explain community's view on health, illness and health care seeking behaviour.

Students will practice how to design, analyse and present qualitative studies. In addition, ethical issues in research are discussed.

#### Quantitative Research Methods:

This part of the module familiarises students with quantitative research methods.

They are introduced to epidemiological thinking and the basics of biostatistics and learn how to critically appraise epidemiological findings in literature.

Study design issues are discussed with the aim to enable students to write appropriate applied research proposals to analyse determinants and/or risk factors of health and disease or to assess the impact of a given intervention.

Special emphasis is placed on how to use research findings for better planning and management of health interventions.

In addition, tutorials are offered to effectively use statistical software for data management and analysis (e.g. EpiInfo).

### Module 5: Health Policy, Evaluation and Health Economy

In this module, the relationship between health policy and the health status of population is explored with the aim to enable students to identify policies that discriminate against certain sectors of a population, to perform stakeholder analysis and to propose modifications that would improve access to disadvantaged population groups.

Emphasis is placed on health economic principles and the economic evaluation methods.

### Module 6: Health Planning Management and Quality of Care

Health planning and management are central in getting improved health programmes to work.

Drawing on knowledge and skills acquired throughout the core course, this module covers the basics of organisational behaviour and

communication in managing international health systems and organisations, methods to appraise organisational performance using the fundamentals of budgeting and financial analysis, as well as methods and tools of planning, assessment, monitoring and evaluation (project cycle management).

It also explores opportunities and methodologies for quality improvement initiatives within a variety of health care settings, leading students to be able to plan realisable and sustainable programmes aimed at the improvement of the health systems of low and middle income countries.

## Thesis and Oral Exam

### Thesis

In the final stage of the course, students of both tracks carry out a research project, under the guidance of an academic tutor from Heidelberg University, which is submitted as a thesis. This usually requires another 4 months of full time study.

When the thesis has been accepted, a final oral exam has to be taken at Heidelberg University.

The learning objective of the thesis is for the student to:

- Select a research topic
- Develop a research plan
- Implement the research plan
- Write a systematic presentation of the research plan, results and discussion.

There are three options available in order to fulfil the thesis requirement:

#### Literary Study

The student may conduct a literature study, using, analysing and discussing theoretical texts related to the research question and / or research reports from empirical studies conducted by third persons.

In this case, the emphasis of the thesis lies on the critical analysis and discussion of the literature retrieved. The student must explain and justify the criteria for the selection of texts.

#### Data Analysis

The student may conduct an analysis of already existing data sets, such as DHS data or living standard measurement study (LSMS) household surveys or other

kind of data collected in a country to answer a specific research question.

In this case it must be assured by the tutor and the student that the research question has not yet been worked on by a third person.

Regardless of the data source, the study design must include a critical analysis of the quality of data and the methods applied in its collection.

#### Field Research

The student may conduct a primary data collection study during a stay in a field site. The study questions are normally provided by or developed in conjunction with a partner institution in the host country. The thesis supervisor may help to support the student in identifying a suitable field site but the student must make all travel arrangements on his own.

In addition, no financial support is available and therefore, if you choose this option, you must be able to self finance the project.

A field study handbook will be available from the Thesis Coordinator.

#### Oral Exam

An oral exam, covering

- the respective thesis,
- the core module
- and the advanced modules

takes place after the Master Thesis has been marked.



## Short Courses in International Health

### Prerequisites

All short courses are at postgraduate, advanced level, expecting from participants basic knowledge in the respective fields as acquired by tropEd Core Modules.

All courses are held in English. Fluency in English (Reading, Speaking, Writing) required.

### ECTS tropEd

All courses are accredited for 3 ECTS with tropEd, except the following:

- 4 ECTS Quality Management
- 2 ECTS Proposal Writing
  - Participatory Learning & Action
  - Decision Making in Public Health
  - Macro Political Aspects

### Registration

Please register as soon as possible as the number of participants is limited.

First come, first serve.

Registrations as such are possible as long as seats are available, but please keep in mind the time you need for your travel and visa arrangements.

Several Short Courses are part of the Heidelberg Residential Track, thus limited seat availability.

### Contact Registration

*Nandita Rothermund, M.A.*

Short Courses in International Health

Institute of Public Health  
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### Short Course Programme and tropEd Coordinator

*Natascha Petersen, M.A.*

Institute of Public Health

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### Course Fees

All 2 weeks courses:

- General admission € 1.500,-
- tropEd students € 1.000,-

Except Reduced Fee in 2012 (PHD, HCC, HHR, MM)

- tropEd students € 750,-

One week courses : (PW, DM, PLA)

- General admission € 750,-
- tropEd students € 500,-

Unfortunately, we cannot offer any scholarships.

A non-refundable registration fee of €200, which will be credited towards the tuition fee, is due 10 weeks prior to the start of the course. The remaining tuition fee is due 8 weeks prior to the start of the course.

Payment is by bank transfer. Invoices with the details are sent out after the registration has been approved.

If the participant withdraws from the course on a short notice, parts of up to the whole course fee will be charged. Details can be found on the registration form and with invoice.

The tuition fee covers coursework, printed materials, coffee breaks and a bi-weekly pass for the Heidelberg public transportation system, but does not include accommodation, insurance or other personal living costs during the stay.

## Disease Control: Strategies and Policies

January 23 – February 3, 2012



### Content Overview

- The role of major risk factors for disease and death,
- Disease eradication programmes,
- Principles of communicable disease control and the role of policies and health strategies,
- Local examples of communicable disease control through case studies,
- Principles, policies and strategies for prevention and control of chronic diseases using the example of cardiovascular diseases,
- Local examples of non-communicable disease control through case studies,
- New strategies in disease control using examples of successes and failures in AIDS control programmes,
- Design of AIDS control model programmes in different epidemiological settings,
- Health promotion as an instrument for disease control,
- Integrated Management of the Sick Child Initiative (focussing on skills training),
- Financing disease control programmes in resource-poor countries.

### Learning Objectives

- After successful completion the participants should be able to
- Explain the composition, distribution, determinants and future projections of the global and regional burden of disease
  - Examine the role of surveillance in disease control
  - Explain the differences between control and eradication of diseases
  - Critically analyse the application of disease control principles using different strategies and approaches (such as Primary Health Care, inter-sectoral collaboration, multi-disciplinary approaches and community participation)
  - Identify strengths and weaknesses of recent policies and developments in the control of a number of endemic and epidemic diseases
  - Explore policies and developments in the eradication of selected diseases
  - Critically apply new strategies for health promotion and disease control
  - Analyse the role of formal and informal health services in disease control

### Course Coordinator

*Prof. Olaf Müller*

Institute of Public Health

## Leadership and Change Management

February 6 – 17, 2012



### Content Overview

- Leadership and Change Management
- Mission and Vision
- The Eight Steps to Leading Change (Kotter)
- Personal Traits and Leadership
- Conflict Management for Leaders
- Organisational Culture and Change Motivators/ Drivers
- Influence Without Authority
- Leadership and Shared Responsibilities Teams
- Corruption and Health Policy: The Role of Leadership
- Emotional Intelligence
- Leadership in the Global Context
- Culture Sensitive Issues of Leadership and Decision Making (e.g in Africa and Asia)
- Change Towards Maximising Customer Satisfaction and Profit

### Learning Objectives

The success of health service organisations, whether at the clinic, hospital, district or central level, depends upon the ability of the organisations' leaders to influence the action of others, both internally and externally.

While many of the commonly associated traits of leadership may be engrained in an individual's personality, much can also be learned.

### Learning Objectives continued

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

Through participatory learning exercises, participants will be taught the skills necessary as an organisational leader to assess, plan, and implement organisational change under conditions of uncertainty and complexity.

Specifically, upon completion of this course, participants will be able to:

- Critically discuss different leadership styles and their components
- Identify cultural and global aspects of leadership
- Identify the internal and external drivers of change for health care organisations
- Assess organisational barriers to change
- Plan organisational change strategies, while ensuring essential services are maintained.

### Course Coordinator

*Dr. Lange-Tagaza*  
Interconsult

## Improving the Quality of Healthcare Services

February 20 – March 2, 2012



### Content Overview

- Overview of quality terminology and concepts,
- Health sector reforms with an emphasis on linkages between quality improvement and reforms in healthcare organisation systems & structures, policies & planning, and contracting & financing,
- Developing and implementing standards, guidelines and indicators in a healthcare service,
- Designing and implementing quality assessments using audit, accreditation and supervision,
- Personal skills development for managing teams in improving quality,
- Designing and managing quality improvement teams including quality circles, clinical guideline working groups, clinical audit, and quality improvement committees,
- Quality improvement tools such as affinity analysis, flow chart, mind mapping, fish-bone diagram, force-field analysis, prioritization matrix, Gantt chart, control chart, and radar chart,
- Case studies of quality improvement in low and middle-income countries.

### Learning Objectives

Focusing on practical tools and methods, this course provides participants with skills to improve healthcare services in low and middle income countries. It will assist participants to adapt current quality improvement tools, methods and techniques to national and local settings with a special emphasis on managing and motivating people. This course will enable participants to:

- Identify and strengthen linkages between health sector reforms and improving quality
- Use quality improvement concepts in managing health services
- Manage quality circles and other quality improvement groups
- Use quality improvement tools and methods in the design, management and improvement of healthcare services
- Critically analyse strengths and weaknesses of using these methods and tools in low and middle-income countries

### Course Coordinator

*Sylvia Sax, RN, BSN, MPH*  
Institute of Public Health

## Consultancy Skills: Evaluation of Health Facilities, Projects and Programmes

March 5 - 16, 2012, September 3 - 14, 2012



### Content Overview

The course includes the following topics:

- An Overview of Evaluation in International Health,
- Health Systems & Health Sector Reform: current concepts and terms,
- Evaluation in the Health Sector: Principles, Methods, Techniques and Tools,
- Planning and conducting an evaluation
- Effective Writing Techniques,
- Critical review of Evaluation reports,
- The Consultant: Expectations and Experiences,
- Important Skills and Activities for Consultancy.

### Learning Objectives

The overall objective of this course is to enable health professionals and managers to understand and apply the concepts and principles of evaluation when evaluating facilities, projects and programmes in the health sector and to improve their personal and technical skills in evaluation and consultancy.

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

- Describe basic principles and processes for evaluation of health facilities, projects and programmes
- Identify, adapt and use tools within a evaluation
- Apply the principles of effective writing in evaluations
- Write an evaluation report for an identified recipient
- Use team building and team management skills
- Use the analysis of personal skills to develop a consultancy career plan

### Course Coordinator

*Sylvia Sax, RN, BSN, MPH*  
Institute of Public Health

## Global Challenges in Reproductive Health: Evidence and Tools for Programme Implementation

March 19 – 30, 2012



### Content Overview

- Concept of sexual and reproductive health and the changes and adaptations it has undergone since 1948 (establishment of Maternal Child Health programme by World Health Organization) and their impact on the MDGs
- Description and analysis of global health relevant to reproductive health and its challenges
- Strategies for improving and managing reproductive health in the health system with a particular focus on appropriate indicators, planning process and service provision.
- Application of appropriate frameworks and tools developed by the international community (WHO, UNAIDS; UNFPA) for the assessment and implementation of sexual and reproductive health needs and services
- Discussion on the neglected SRH agenda like infertility, new family planning methods, male sexual health, health of vulnerable groups e.g. sex worker.

### Learning Objectives

At the end of the module students should be able:

- To analyse Sexual and Reproductive Health (SRH) policy in its historical context
- To critically assess the global challenges in reproductive health
- To evaluate and synthesise evidence from RH programmes and policies
- To apply the tools required for reproductive health programme implementation
- To give an overview and update on current and emerging challenges on the reproductive health agenda

### Course Coordinators

*Dr. Malabika Sarker*  
Institute of Public Health  
& Brac University, Bangladesh  
*Prof. Dr. Albrecht Jahn*  
Institute of Public Health

## Financing Health Care – Principles of Insurance

April 16 – 27, 2012



### Content Overview

The course includes the following topics:

- Options for the financing of health services,
- Evaluation tools for financing of health services,
- Social health insurance: Case studies,
- Technical aspects of social insurance in other European countries,
- Different players in the German health insurance system,
- Traditional risk sharing schemes in West Africa: classification, tasks and functions,
- Community based insurance (CBI): rationale, concepts and implementation,
- CBI case: CBI study
- From CBI to universal coverage: re-insurance.

### Learning Objectives

The overall objective of this module is to learn experiences and lessons learnt from different countries in the area of financing health care, which can then be applied to different contexts.

In addition, discussion of cases will enable the students to develop an analytic approach to problem solving and apply theoretical knowledge to a real life context.

Specifically, upon the completion of this course, participants should be able to

- Describe the basic tools used in development and assessment of financing mechanisms and critically analyze the advantages and weaknesses of these tools
- Critically analyse the roles of the public and private sector in health financing in different contexts
- Compare and analyse the basic features of health financing mechanisms in developing countries and in developed countries
- Design a scheme of health financing based on current theories and case study examples

### Course Coordinator

*Dr. Manuela De Allegri*  
Institute of Public Health

## Proposal Writing as a Consultancy Skill

April 30 – May 4, 2012



### Content Overview

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

### Learning Objectives

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

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

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

### Course Coordinator

*Sylvia Sax, RN, BSN, MPH*  
Institute of Public Health

## Public Health and Disasters

May 7 – 18, 2012



### Content Overview

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

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

### Learning Objectives

The course aims at improving participants understanding of the health systems and health care needs in both natural disasters (e.g. floods, earthquakes) and complex emergencies (i.e. armed conflicts).

At the end of the course, participants should be able to:

- Explain the health and health systems impacts of disasters
- Explain the importance of addressing gender based violence and mental health impacts

### Learning Objectives continued

- Differentiate between natural disasters and complex emergencies in terms of health impacts and needs
- Apply rapid needs assessment methods and prioritization in disaster situations
- Use strategic and operational planning and health management tools in disasters
- Apply epidemiological methods in disaster situations
- Explain the driving forces and determinants of inter-agency coordination in the field
- Develop a concept for development-oriented humanitarian aid and mainstreaming preparedness in development policies
- Identify methods for quality assurance and minimum standard setting in humanitarian aid
- Handle socio-cultural aspects in the field appropriately

### Course Coordinators

*PD Dr. Michael Marx*

Institute of Public Health

## Health Climate Change and Health: Impact and Adaptation Strategies

May 21 – June 1, 2012



### Content Overview

Climate change has become a reality which the health community is only slowly taking into account.

The potentially far-reaching adverse health effects, sometimes of irreversible nature, need to be understood by researchers, practitioners and public health institutions in order to develop and implement practices and policies to counter them.

In low- and middle-income countries especially, the issues are poorly studied and understood.

The course covers the following topics:

- Physico-chemical basis of anthropogenic climate change and its dynamics,
- Environmental impact of climate change,
- Climate-sensitive diseases,
- Health outcome linked to climate change and environmental impact,
- Methods for assessing health impact,
- Mitigation and adaptation strategies,
- Policies for mitigation and adaptation and their evaluation.

### Learning Objectives

The objective of this course is to provide participants with the ability to recognise the linkages between climate change and health and provide them with methods and tools to manage the impact of climate change on health.

Examples will be drawn, whenever possible, from both developed and developing countries and cases studies will serve as a basis for learning.

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

- Discuss and describe the physico-chemical basis of anthropogenic climate change and its dynamics
- Describe the links between climate change and health impacts
- Recognise effective methods to assess health impact
- Plan, and evaluate mitigation and adaptation policies
- Apply the concepts, methods and tools within a country or region in the form of a case study (synthesis)

### Course Coordinators

*Prof. Dr. Rainer Sauerborn*

Institute of Public Health

*Dr. Valerie Louis,*

Institute of Public Health

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

June 4 – 8, 2012



### Content Overview

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

First: the module aims to equip students with the skills to systematically assess and critically appraise existing information (literature, reports, websites, databases -building on simple searches for high level authoritative evidence, or (if this is not available) developing concepts how to establish evidence-informed technical overviews).

Students learn to provide evidence for their own managerial decision-making, but also for communicating and translating such evidence into the process of changing and improving policy and practice.

Second: With case studies and other approaches of decision-making in health, as often applied in practice, such as political or diplomacy-driven approaches will be identified. This aims to raise awareness of students to the different motives of stakeholders in decision-making.

Third: strategies for ensuring the use of evidence-informed decisions will be discussed, with a focus on synthesis and presentation of evidence-informed analysis as well as methods and tools that increase evidence relevance for practice, eg: involving decision – makers and communities, action research case studies and using effective communication strategies.

### Learning Objectives

At the end of the course, students should be able

- to develop evidence-informed concepts and define the advantages of this approach compared to other approaches
- to critically discuss the different approaches for defining health policies (evidence-informed, driven by political arguments or by diplomacy)

In order to reach these overall objectives, students will learn

- to develop pertinent evidence-informed decisions on a given problem in the field of health, including prioritisation of information, critical appraisal and synthesis of information
- to identify different approaches for health policy decisions
- to identify and involve stakeholders influencing health research, policy and practice
- to develop strategies to influence decision making based on evidence

### Course Coordinator

*Dr. Olaf Horstick*

Institute of Public Health

## Health and Human Rights

June 18 – 29, 2012



### Content Overview

This course of study covers the general concepts and principles of human rights, their relationship to, and impact within the health sector.

It uses case studies from numerous countries, with a focus on low and middle-income countries, and the experiences of those within the course, to examine the vital role of human rights within the health sector.

Lecturers from diverse backgrounds (e.g. international organisations such as WHO, GTZ, NGO's, Universities and independent consultants working in the international field) present their knowledge and experience in the field of Human Rights in health.

Participants have the opportunity to practice incorporating human rights into policies, strategies, monitoring and evaluation.

### Learning Objectives

To enable health professionals and managers to understand the concepts and principles of human rights within the health sector, and to improve their personal skills in applying and evaluating these rights.

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

- Demonstrate knowledge of the implications for health within the basic covenants for human rights

### Learning Objectives continued

- Identify the key principles that underpin HR discussions within the health sector
- Explain the human rights principles in relation to the main topics within the health sector: Equity, Access, Non-discrimination, Accountability
- Describe and discuss the implications on human rights of specific policies and strategies for prioritising health interventions for the poor and the vulnerable.
- Formulate a strategy for a low income country to address equity in the accessibility to drugs
- Discuss states' parties and international obligations and mechanisms to protect and promote human rights within the health sector
- Describe international and local response mechanisms within the health sector to assist victims of human rights violations
- Elaborate strategies to monitor the application of human rights principles in the health sector

### Course Coordinators

*Huzeifa Bodal, MScIH*

German International Cooperation

*Dr. Florian Neuhann*

Institute of Public Health

## Quality Management in International Health

July 2 – 13, 2012



### Collaboration

This course is run in collaboration with the German International Cooperation (GIZ).

### Content Overview

This module covers the general principles and frameworks for defining and promoting the quality of health systems and services including processes, models and tools for assuring and evaluating quality.

The course will use case studies from Germany and other countries, and the experience of those within the course, to illustrate issues in promoting and evaluating quality specific to low and middle-income countries.

Included in the course is a two-day assessor training which is based on an international Quality Management model. This training involves an obligatory 3 days of additional investment to complete an exercise involving a case study prior to the beginning of the course.

### Learning Objectives

The overall objective of this module is to enable health professionals and managers to understand and apply the concepts and principles of quality and quality management and to improve their personal and technical skills for managing quality improvement initiatives within a healthcare system or service.

### Learning Objectives continued

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

- Demonstrate knowledge and understanding of the principles of improving and assuring quality in healthcare systems and services globally and locally
- Analyse quality management activities in different regions of the world and identify the roles of different stakeholders
- Understand trends in international models for promoting and evaluating quality and critically analyse their transferability
- Describe the basic principles and processes for evaluating health services' quality including accreditation, certification and licensing
- Describe key aspects of implementing QM within an organization or in a national health system including strategic management of change
- Apply relevant theories and tools to an identified quality issue within a specific healthcare system or service.

### Course Coordinators

*Sylvia Sax, RN, BSN, MPH*

Institute of Public Health

*Dr. Kai Stietenroth, MScIH*

German International Cooperation (GIZ)

## Participatory Learning and Action for Community Health

July 16– 20, 2012



### Content Overview

Community empowerment and community participation are crucial in order to achieve sustainability of any community health programme.

This course will provide students with the opportunity to develop skills in participatory learning and action (PLA) methods and to understand and apply the theoretical foundations of PLA to primary health care.

Firstly, this course will look at theoretical perspectives, e.g. critical theory that can be used to inform an action-oriented primary health care approach. Students will have the opportunity to apply these theories in a practical public health situation

Secondly, students learn various PLA methods, e.g. ranking, community mapping, time lines, Venn diagrams, visioning and role plays, which can be used for planning, monitoring and evaluation of community health programmes. This aims to develop the practical skills of students in the application of these methods. Close attention is paid to maintaining cultural, gender and human rights aspects.

Thirdly, case studies to apply PLA methods to conceptual management approaches will be discussed. This enables students to enhance capabilities and skills necessary to critically appraise and apply PLA methods in planning, monitoring and evaluation of community health programmes

### Learning Objectives

- Critically discuss the theoretical considerations underpinning participatory learning and action (PLA) methods
- Differentiate the principles underlying participatory, collaborative and action-oriented approaches and discuss their interrelationship with the PHC concept
- Articulate the role of PLA methods in processes such as planning, monitoring and evaluation of community health programmes (including emergencies, MCH, nutrition, HIV, urban public health, CBR/mental health)
- Critique examples in the application of PLA methods in terms of cultural, gender and human rights aspects
- Apply PLA methods to conceptual management approaches such as logical framework and impact analysis
- Review critically the concept and methods in terms of opportunities and limitations of the approach
- Apply PLA methods in the design of a community health programme addressing a specific health issue.

### Course Coordinators

*Prof. Dr. Annelies Wilder-Smith*

Institute of Public Health

*Dr. Elisabeth Schuele*

DIFAM (Deutsche Institut für Ärztliche Mission e.V.)

## Mixed Methods in International Health Research

September 17 – 28, 2012



### Content Overview

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

### Learning Objectives

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

### Learning Objectives continued

This course will enable participants to:

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

### Course Coordinators

*Dr. Malabika Sarker*

Institute of Public Health &  
Brac University, Bangladesh

*Dr. Manuela De Allegri*

Institute of Public Health

## Public Health Anthropology

October 1 – 12, 2012



### Content Overview

The main topics to be covered in this module are:

- Introduction to Public Health Anthropology
- Cultural ideas and practices relevant to health and disease, as a key to understanding people's behavior
- Overview of medical systems as cultural systems
- Explanatory models and health seeking behaviour
- Research methods in public health anthropology
- Defining a public health anthropology research question and the appropriate methods
- Overview of tools used for data collection
- Preparing and conducting in-depth interview
- Methods and procedures for qualitative data analysis
- Analysing qualitative data
- Application of anthropological approaches to public health care provision
- Case studies of malaria control, HIV/AIDS, community empowerment, chronic and lifestyles diseases and cultural factors in doctor patient interactions in the West

### Learning Objectives

By the end of the course, participants should be able to:

- Discuss the concept of public health anthropology and its role in research, policy, and practice in public health
- Recognize the impact of cultural paradigms and practices related to illness and to health care provision in different cultural settings
- Employ an anthropological perspective in identifying problems and finding solutions to public health problems encountered in the field
- Use anthropological methods to identify cultural paradigms and practices related to health and illness
- Critically contextualize and evaluate medical and policy issues in public health from an anthropological perspective
- Apply the knowledge and skills acquired in class to develop research questions and define the methodology needed to do public health anthropology research
- Apply public health anthropology tools to collect and analyze data, including the use of software technology

### Course Coordinators

*Dr. Aurelia Soares*

Institute of Public Health

*Ferdinand Okwaro*

On behalf of the South Asia Institute,  
University of Heidelberg

## Economic Principles of Social Security

February 27 - March 9, 2012



### Cooperation

The next three courses are organised in cooperation with GIZ (formerly Inwent GmbH) who sponsor a number of East Asian participants, and evaplan GmbH.

The course venue is the GIZ Training Centre in Mannheim or Berlin.

### Contact for the three courses

*Dr. Svetla Loukanova*

Institute of Public Health

Svetla.loukanova@urz.uni-heidelberg.de

### Content Overview

- Basic economic principles in social security,
- Ethical concepts in Social Security,
- The fundamentals of Welfare Economics and economic evaluation,
- The economic rationale of purchasing insurance,
- Moral hazard and adverse selection,
- Statutory social security and its components (particularly health insurance and old-age provision),
- Essential elements of private provision, possibilities of state subsidisation and important risk differences of individual insurance instruments.

### Learning Objectives

The aim of the advanced module is to assist participants to understand the fundamental economic aspects of social security, as well as the effects and incentives entailed by insurances.

Examples will be drawn from both developing and developed countries and case studies will serve as a basis for learning of important ethical concepts in social security.

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

- Discuss the economic approach to human behaviour, describe how markets function and the problem to use markets in health care
- Identify important ethical concepts in social security
- Describe the concept of Welfare Economics and outline the technique of economic evaluation
- Explain the main components of statutory social security in developing countries
- Explain the fundamentals of insurance and the major difference between private and social insurance

## Financial Management and Controlling in Health Insurance

March 26 – April 6, 2012



### Content Overview

- Business management from a functional, institutional & instrumental perspective,
- Controlling as an integral part of business management (e.g. strategic versus operational controlling, central versus department-based controlling organization),
- Tasks and purpose of controlling,
- Operative and strategic controlling,
- Controlling instruments in overview (typical controlling cycle: planning, execution, monitoring, evaluation, correcting; SWOT-analysis, methods and instruments to measure and improve SHI's success: competitors' analysis, method of bench-marking, portfolio-analysis, Balanced Scorecard, ABC-analysis),
- Modernisation approaches to public accounting: selected controlling instruments (such as dynamic investment procedures, network analyses and process cost accounting),
- Cost and revenue accounting: cost categories, cost and revenue functions, systems and procedures of cost and revenue accounting, basic structure of cost and revenue accounting (cost categories, cost centres, cost unit accounting), full and direct costing systems as a solution to business decision-making problems Diagnostic-related groups (DRGs) case-based financing,
- Auditing.

### Learning Objectives

The objective of this course is to provide participants with the ability to understand the significant requirements and advantages which a controlling instrument entails for an institution.

They are able to interpret the results of controlling for their respective institution and to benefit from them by means of modification processes.

The participants get an overview of the accounting and controlling mechanisms of the hospital as a service provider via application of the diagnosis-related groups (DRG) accountancy method.

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

- Describe the process of budgeting at the national level and models of fund transfer and control
- Categorise the principle tools and theories used in financial management and planning
- Critically discuss the need for internal and external controls and design systems to prevent financial fraud and abuse at the institutional level
- Participants recognise the pros and cons of Diagnostic-related groups (DRGs) case-based financing structures and their impact on stakeholders within health system

## Macro-Political Aspects of Social Security Systems

May 21 – 25, 2012



### Content Overview

- The relation between policy and health
- Quantify the overall health sector: national (health) accounts and burden of disease,
- Introduction to national (health) accounts and health sector reforms,
- Aspects of good governance for social security system (accountability, transparency),
- Corruption and anticorruption strategies,
- Principles of reform concepts in a comparative perspective (related to the environment in participant's countries),
- Problems and reforms of welfare states in a comparative perspective.

### Learning Objectives

The objective of this course is to provide participants with the ability to understand the far-reaching implications of national and international political and economic decisions for social security systems and their consequences on individual and societal level. The concepts of gender mainstreaming and affirmative action are understood and can be related to reforms in the social security system. The participants have understood some quantitative instruments to measure the burden of disease and the flow of funds in a system. They are sensitised to political and macroeconomic reform possibilities and can critically analyse the situations in their own countries. They have learned about the principles of good governance and the many facets of corruption and ways to tackle it.

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

- Critically discuss why social security can be viewed as an important instrument to stimulate economic development
- Critically discuss the theories and concepts of corruption
- Describe and explain the development problems and reforms of welfare states in a comparative perspective

## Network for Education in International Health



### tropEd

tropEd is a network of over 30 institutions for higher education in international health.

It collaborates closely with institutions in Africa, Asia and Latin America.

The network provides postgraduate opportunities for education and training. It focuses on improving the management of health services for disadvantaged populations, thus contributing to sustainable development.

The innovative approach is based on mobility of people, the exchange of experiences in different disciplines and the establishment of a common standard in education and training.

The degree programme is characterised by a unique synergy of experience and expertise of leading institutions in International Health.

It prepares people to work more effectively in a multicultural environment by exposing them to multiple perspectives and offers a flexible structure with the Europe-wide recognition of education.

The programme is open to students world-wide.

The Masters Programme in International Health is offered across tropEd member institutions.

### Structure of tropEd Master

The modular programme for full-time or part-time study consists of an introductory core course, specialised optional modules and a research project submitted as a thesis.

It is intended for completion within a minimum of one year (full-time) up to a maximum of five years (part-time).

Students obtain a Master's degree from their home institution when:

- All three stages and an oral examination have been successfully completed;
- Studies have taken place at a minimum of two member institutions in different countries;
- And they have gained at least two years professional experience in low- or middle-income countries by the time the degree is awarded.

### Member Institutes (Examples)

For the full list, please visit the tropEd homepage ([www.tropEd.org](http://www.tropEd.org)).

- Belgium: Prince Leopold Institute for Tropical Medicine, Antwerp
- UK: London School of Hygiene and Tropical Medicine;
- Norway: Centre for International Health, University of Bergen
- Mexico: Instituto Nacional de Salud Pública, Morelos
- Switzerland: Swiss Tropical & Public Health Institute, Basel

Look out for  
**UPDATES**

under

[www.ukl-hd.de/ph/teaching](http://www.ukl-hd.de/ph/teaching)



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