

## Vedlegg 1

# **Program description:**

## **Master in International Community Health**

### Learning outcome for International Community Health

The aim of the programme is to train students in research knowledge and skills related to the field of international community and global health. To achieve this end, we focus both on providing familiarity with essential knowledge of the global distribution of health, illness and access to health care, research methods and perspectives to analyse international health burdens, policies and initiatives. The programme has a strong focus on low-income countries and how the communities, the health of which we study, are embedded in societies. The programme emphasizes multi-disciplinary approaches. Upon successful completion, students will have acquired and demonstrated the skills necessary to plan and conduct relevant and sound international community health research projects.

### Knowledge

The M.phil. degree in International Community Health provides you with knowledge of:

- essential concepts of international community health
- the global distribution of health, illness and access to health-care
- major global health challenges, including non-communicable diseases, nutrition, infectious diseases and reproductive, maternal and child health, and their cultural, social, economic and environmental context
- the major actors committed to international and global health work, including government agencies, civil society organizations, multilateral institutions, philanthropic organizations and public-private partnerships
- health systems, including global policy agendas relevant to international community health and national health systems, such as the Sustainable Development Goals (SDGs) or Universal Health Coverage (UHC)
- the role, development and research of medicines and drugs in global health

- quantitative and qualitative methodology, and advanced knowledge of one of the methodologies of epidemiology, medical anthropology or medical humanities
- research ethics and ethical challenges to health research in low-income countries

## Skills

You will learn how to:

- develop, design and complete an independent, scientific and ethically sound research project of international community health
- conduct a literature review and critically evaluate the strengths and weaknesses of international health research literature
- conduct fieldwork and collect primary data, using either qualitative or quantitative methodologies
- describe general patterns of the global distribution of illness and the determinants of health, including access to health care
- critically evaluate and creatively use important theoretical concepts of international community health and global health
- develop an application to, and gaining approval from, Norwegian and/or international research ethics review committees
- effectively communicate research findings and facilitate dissemination of research in written and in spoken language through professional and popular channels
- complete a master thesis based on one's own research and original data.

## General competence

You will be able to:

- actively participate in and contribute to discussions and group work in an international classroom involving students with wide variety of interests, academic and national backgrounds
- critically reflect on and evaluate global health burdens, policies and initiatives
- effectively communicate and present research results and engage with professional and public audiences
- engage critically with your own work and the research of others.
- acquire skills and networks to pursue a professional career in academia, government agencies, civil society organizations and international organizations

## Target group

The program aims to recruit students with either a background in health sciences, social sciences, the humanities or life sciences. Applicants with no background in health sciences are required to document work experience or training relevant to health research.<sup>1</sup>

## Admission

Through UiO's Office for Admission and Student Exchange (SOT). SOT defines most of this such as when, how to apply and what the general criteria for eligibility are.

Available places: 40

Admission requirements: Under discussion with SOT.

## Program specifics

The applicants are required to have a specialization within health science, social science the humanities or life sciences. If the specialization is not within health, we recommend that the applicants have some relevant work experience or other type of experience or training within health.

## Documentation:

You have to upload all required documents in UiO's online application portal.

In addition to the required documents, you must upload:

- A Statement of Purpose letter of maximum 1 page. In this motivation letter, the applicant should write about their background and how it fits into this program, and indicate topics or areas of research they would like to get involved in and if there are any countries or regions they are most interested in, as well as other relevant information. The letter must be written in English. Please name the file SOP-INTHE
- CV Maximum 2 pages. Please name the file CV
- Documentation of relevant work experience (if applicable). Please put all documents relevant to one workplace in one file and name the file Work1, Work2 and so on.

## Ranking of applicants:

Selection is based on your academic performance in the required subjects for this programme. Admission to this programme is usually highly competitive. Please note that even if you fulfill the minimum grade requirement, you are not guaranteed a admission to the programme.

All applications are evaluated by an admission's committee. Additional points may be given for:

- Statement of purpose (up to 1 point)
- Relevant work experience (up to 0,5 points)

### Programme structure

The Mphil Programme in International Community Health is a full-time two-year programme (four semesters) taught entirely in English, and grants 120 credit points. The programme admits 40 students, both national and international, every August.

The first year consists of compulsory and elective courses. By the end of second semester, students are expected to have written a research protocol and attained ethical clearance for their master thesis project. The second year consists of data collection in the 3rd semester and analysis, thesis writing and oral exam in the 4th semester.

4th semester	Master thesis		
3rd semester	Master thesis		
2nd semester	Advanced module in qualitative methods – 10 ECTS or Advanced module in quantitative methods – 10 ECTS	Electives 10 ECTS	Elective courses 5 ECTS
			Research ethics 5 ECTS
1st semester	Fundamentals of ICH, 15 ECTS		Introduction to qualitative methods – 5 ECTS
		Epidemiology, 5 ECTS	Introduction to quantitative methods – 5 ECTS
	10 ECTS	10 ECTS	10 ECTS

**Teaching Methods and Expected Work Effort**

Teaching methods include lectures, seminars, workshops, different forms of group work, student presentations and self-study. The teaching methods are interactive and involve a high degree of active participation from the students. The program encourages students to form study groups to discuss readings and topics. The international classroom, a closely collaborating group of students from different countries and professional backgrounds, is a central pedagogical principle of the ICH master’s program and it is actively supported by the program leadership and administration.

The following teaching methods are used in the programme for International Community Health:

## **Lectures**

In the first semester, up to 16 hours per week are taught through lectures. In the second semester, up to 8 hours (approximately, in average) per week will be lectures. The lectures shall serve as:

- To give an introduction to a topic
- To give an overview of an academic field, models and theories
- To give a summary of latest research findings
- To give a summary of group work or seminar discussions

## **Group work**

Starting from first semester, and increasing in the following 2<sup>nd</sup>- 4<sup>th</sup> semester, group work is an important teaching method in the programme. As the programme brings together students from varied backgrounds, both academically, and by region, group work provides an opportunity to learn from fellow students' experiences. Included in group work is problem-based learning and case-based learning.

## **Seminars**

Guided seminars are used actively for student presentations and discussions, either based in group work, reading of academic articles or observations. Students will often be employed in a planning, training or teaching setting after graduation, and the programme therefore aims to develop communication skills for this purpose.

## **Field visits**

In some of the courses, the students visit health facilities, NGOs or other relevant institutions to international community health based in Norway.

## **Self-study**

Students are encouraged and supported to expand their knowledge and skills through self-study, starting from supplied reading in the courses. The capacity to pursue targeted self-study is an essential skill in research training.

## **Compulsory Teaching**

Parts of the programme, especially in the first semester, are compulsory. In methodology teaching, the program combines compulsory teaching in the first semester with targeted tracks of either qualitative or quantitative content in the second semester. Here the students are provided with a choice between two different but compulsory classes. Such classes are offered in the first, second and fourth semester. Elective classes are taught in the second (and alternatively fourth) semester.

### **Rules Regarding Absence from Compulsory Teaching**

In all of the compulsory courses, the students have to participate in at least 80 % of the teaching to be allowed to participate in the exam. This is also the case in most elective courses. Attendance in class will be registered.

If the students are not able to attend, due to unexpected illness or other valid reasons, they must notify the course coordinator immediately. If this requirement is not met without a valid reason they will have to retake the course and the exam the following year in order to be able to submit the master thesis. Valid reasons for absence can be:

- Student's own illness – confirmed by a medical certificate
- Students children's illness – confirmed by a medical certificate
- Death of close family member
- Other distinct reasons for being absent – approved by the program

For reasons that need approval, the students have to hand in a written application to the coordinator well in advance of the course.

### **Internationalisation**

Traveling abroad is supported by the program when the students are collecting data for their master projects during their fieldwork and the project suggest such travelling.

### **Fieldwork**

All master's students spend a semester doing fieldwork for the master's thesis. Many choose to travel abroad. After completing the coursework in the first two semesters, the students will undertake independent fieldwork of up to six months. This is an opportunity to travel abroad and to choose the destination, based on the topic of the student's thesis and in cooperation with the supervisor. The data you collect during the fieldwork will form the basis of the master's thesis. Our master's students travel to all parts of the world, from Norwegian towns and villages, to Ghana, Nepal, Brazil, Sudan, Ethiopia, Malawi, Tibet, Canada, the US and India, among some. Norwegian students are encouraged to carry out their research abroad. For international students, field work is usually conducted in their home countries or in a third country.

## **Exchange programs**

The program is working actively with getting involved in student exchange on both the receiving and giving end. We have considerable experience in this. The institute and the faculty are involved in several exchange programs that are potentially available for the master students.

## **In addition**

The program actively supports the creation of an international classroom, for example through targeted advertising for good applicants. This gives the students insight into cultural varieties even without leaving the country. The program encourages and supports students to give their projects and master's thesis an international focus. This includes both the choice of research topic and of field sites. It also entails a requirement on the side of the program: To supply teaching that actively highlights the international dimensions of subjects and methods taught. The concept of international community health is more than the program's thematic subject, it is the programs guiding focus.

## Language of Instruction

All courses offered by the program are taught in English.

## The Master Thesis (INTHE4012)

### **Content:**

The planning of the thesis starts in first semester and intensifies in second semester, leading to the development of a project protocol or proposal. The second year focuses on working on the master thesis; first by producing and collecting data in the third semester, often involving fieldwork, and analysing and writing the thesis in the fourth semester. The master thesis grants 60 credits.

### 3rd semester

In the third semester the students will collect data for their master's thesis through fieldwork. However, it is possible to write a master thesis based on an analysis of data previously collected by others or a meta-analysis based on literature studies. For those who are not on fieldwork, the programme offers voluntary seminars on analysis.

### 4th semester

In this semester students are analysing their data and work on a master's thesis, which they submit and defend in an oral exam. At the outset of this process the



program offers targeted seminars on organizing the work process, working with datasets of both qualitative and quantitative type and finally on how to write academic prose.

Upon completion and successful defence of their thesis, the students will be able to perform skills acquired during the previous two years of study. These include planning and carrying out a research project; how to process a substantial amount of data in pursuit of their project; have command of relevant interdisciplinary theory and research methods; having improved their skills in writing academic prose; carrying out empirical research and having handle well the relationship between research question, theoretical perspective, research design and choice of method; address questions relating to basic social categories such as race, class or gender according to academic standards; they will have acquired the ability to see the relationships between choice of research question, theoretical perspective, research design and choice of method. More specifically on their thesis, the students will analyze a specific topic in a meaningful and original fashion. In doing so they will demonstrate their mastery of relevant theory and of primary or secondary sources. They will have written a scholarly thesis or an equivalent piece of text that encapsulates their approach and the result. They will demonstrate their ability to pose and to deliver a sound answer to a relevant research question in a given amount of time. They will be able to answer to criticism to their approach and defend it in an academic debate.

Exam, grading system and evaluation

A variety of exam forms are employed in the programme:

- School exam
- Take home exam (essays)
- Oral exams
- Group presentations
- Master thesis

### **Exams and Grading**

As a general rule, exams in mandatory classes are graded as passed/fail, while exams in elective classes are graded on an A-F scale, where A through E are passed and F is fail. The master thesis exam consists of two parts: 1) the student gives a 30 minutes presentation of the thesis, and 2) an approx. 60 minutes oral exam with one external and one internal examiner. The supervisor is present during the exam. The candidate is given one grade, including oral examination and the thesis, using the letter grades A to F.

See explanation on the grade at

<https://www.uio.no/english/studies/examinations/grading-system/index.html>.

# Course descriptions

## INTHEXXX Fundamentals of International Community Health, 15 ECTS

### Course content

The course focuses on defined areas related to international community health. The emphasis is on identifying problems, developing strategies and programs in international community health.

The course is divided into five weekly modules and two exam weeks. The modules have the following areas of focus:

- Human and microbial ecology
- Non-communicable diseases and nutrition
- Reproductive- and child health
- Health systems
- Medicines in a global society

### Learning outcomes

#### Knowledge

- Human and microbial ecology:

You will learn about pathogenicity and virulence of microbes, microbial evolution, transmission of infectious diseases and variation in infectious disease patterns over time and space. Public health measures for controlling infectious diseases, such as sanitation, vaccination programs and practices to combat the threat of antimicrobial resistance will be described.

- Non-communicable diseases and nutrition:

You will learn basic nutrition and nutrition intervention in public health, the importance of proper nutrition during the life cycle, research methods on nutrition and NCDs, and know the most common NCDs and their epidemiology.

- Reproductive – and child health:

You will learn about the central issues in child health and reproductive health, the relationship between socio-economic inequality and inequity in access to health care and their impact on child health, maternal health and mortality. You will learn about cultural, social and political aspects related to reproductive –and child health, and global challenges to child health and reproductive health

- Health Systems:

You will learn about the goals and functions of health systems, their organization, their performance, and the global and local environment in which they operate. As part of this, you

will learn about the goal of universal health coverage, the Sustainable Development Goals, and the relationships between health systems and the global burden of disease. In addition, you will gain more in-depth knowledge about one specific health system of their choice and about the health system in Sierra Leone before, during, after the 2014-15 Ebola outbreak.

- Medicines in a global society:

You will gain insight into the rationale and function of national and international medicines policies, what influences public and private actors to formulate and operate these policies, and consequences of this on access to and use of essential medicines in the “rich” and “poor” world. You will gain insight into social, cultural, economic and educational factors that influence consumers to choose and use medicines rationally, factors that influence irrational use, and public health research conducted to address these factors to promote rational use.

### **Skills**

- Human and microbial ecology:

You will be able to demonstrate an understanding of infectious diseases in a global perspective.

- Non-communicable diseases and nutrition:

You will be able to assess nutritional status and nutritional needs for individuals and groups. You will be able to know the link between nutrition, life style and NCDs and assess the consequences of over- and undernutrition and prevention potential. You will also be able to describe the epidemiology of NCDs and the global challenges these diseases present

- Reproductive – and child health:

You will be able to explain key issues in reproductive –and child health and acquire a basic understanding of the interaction between child health, access to health care services and poverty. You will be able to critically analyze the relationship between health systems and child health, and the relationship between health systems and reproductive health. You will be able to grasp the basic global challenges related to child health and reproductive health

- Health Systems:

The course will enable you to characterize common challenges to health systems in low- and middle income countries, to identify and assess specific challenges facing a given health system, and to outline and discuss potential solutions at local, national, and global levels.

- Medicine in a global society:

You will be able to discuss and analyze important factors which influence national and international medicines policies, and consequences of these on access to and use of essential medicines in the “rich” and “poor” world; and you will be able to critically analyze situations to assess how social, cultural, economic and educational factors influence consumers to choose and use medicines in rational or irrational ways, and consequences of their actions.

## **General competence**

- Human and microbial ecology:

You will be able to critically evaluate public health interventions related to infectious diseases.

- Non-communicable diseases and nutrition:

After taking the course, the students should be able to identify problems regarding NCDs and their relation to nutrition and life style. You should also be able to plan, perform and evaluate interventions when working in community health.

- Reproductive – and child health:

To acquire basic knowledge on child health and reproductive health, and to engage in relevant debates on health policies and development.

- Health Systems:

The course will make you better able to reflect on the role of health systems in global health, to engage in discussions on how to make progress towards universal health coverage and the Sustainable Development Goals, and to contribute to health systems strengthening in the future.

- Medicine in a global society:

You will be able to understand key aspects of the role of medicines in the global society, what influences medicines policies nationally and internationally from perspectives of public and private actors, and main consequences of this on people's rational and irrational choice and use of medicines.

## **Examination**

Two home exams. Pass/fail. The first exam is written in week 4 (after the first three modules), the second in the final 7<sup>th</sup> week

# INTHEXXX Introduction to epidemiology 5 ECTS

## Course content

This is an introduction course in epidemiological principles and use of epidemiological methods in international community health. Students will learn the main principles for planning and carrying out quantitative/epidemiological research, the most central epidemiological study designs, and how to select a study sample. Furthermore, they will learn central concepts regarding epidemiologic measures and statistical analysis in epidemiology, and mechanisms for systematic bias in different research projects. They will also learn to use directed acyclic graphs to inform statistical analysis. The course teaches students how to define and justify the aim of an epidemiological study, make and justify choices of study design, samples, measures and data analysis methods. Students will attain epidemiological knowledge that renders them a valuable partner for planning and carrying out epidemiological research and enable them to read and critically evaluate epidemiological literature.

## Learning outcome

### *Knowledge*

The course will provide you with knowledge of

- What epidemiology is
- Definitions of populations, samples and variables
- The most commonly used epidemiologic designs
- Measures used in epidemiology, and how they are calculated
- Use of regression to obtain epidemiologic measures of association
- Validity in epidemiology
- Directed Acyclic Graphs (DAGs)

## Skills

You will learn to:

- Obtain an appropriate sample for your study
- Define measurable variables
- Identify different designs in epidemiologic studies
- Differentiate between random and systematic errors
- Identify different types of systematic errors that can affect validity
- Use DAGs to obtain valid measures in your analysis
- Apply the methods learned in combined statistical and epidemiologic exercises

## Examination

Examination consist of a written examination (4 hours)

# HELSAM xx Introduction to qualitative methods 5 ECTS

## Course content

The course introduces basic concepts and tools in qualitative methodology and aims to familiarize students with the fundamentals of qualitative research as well as the qualitative techniques common in the study of health and health services. Following the course, the students will know for which research questions qualitative research is appropriate, be able to develop and design a qualitative research project and recognise the ethical challenges of qualitative research. Through lectures and seminars, the course will introduce different techniques to produce and analyse data from in-depth interviews, focus group discussions, observations and reading of texts.

## Learning outcome

### Knowledge

The course will provide you with knowledge of

- the basic fundamentals of qualitative research
- the main methods used in qualitative research
- the quality criteria of qualitative research
- the basic principles of how to analyse qualitative data

### Skills

You will learn to

- explain the fundamentals of qualitative research
- develop a qualitative research design
- produce qualitative data
- analyse, review and present qualitative data
- identify and reflect upon ethical challenges in qualitative research

## General competence

You will be able to

- critically evaluate qualitative research within health and health services research
- recognize the pros and cons of qualitative designs
- reflect upon ethical and scientific standards of qualitative research

This course is available only to students enrolled in masters programmes at Institute of Health and Society.

## Overlapping courses

HELSEF4200 5 ECTS.

## Teaching

In the seminars, the students do exercises and assignments. In addition, a group assignment runs parallel with the lectures and seminars. 80% attendance in the seminars is required to be eligible to take the exam. Attendance will be registered.

## Examination

Examination consist of two parts of which all has to be passed

- oral presentation of the group assignment
- written examination (4 hours)

# HELSAM xxx Introduction to Quantitative methods – 5 ECTS

## Course content

The course introduces basic concepts and tools for quantitative research, including methods used in the study of health outcomes and health services. With completion of the course, the students will be familiar with what type of research questions can be answered using quantitative methods, and have knowledge of the most common quantitative designs. Lectures, and seminars with applicable exercises, will introduce different designs for collecting quantitative data, including observational studies, surveys, and randomized controlled trials, in addition to the fundamental statistical methods used to analyze, interpret and display data. The students will also learn to recognize ethical challenges particular to quantitative research.

## Learning outcomes

### Knowledge

The course will provide you with knowledge of

- basics of quantitative research and when it should be used
- main methodological approaches used in quantitative research
- data collection in quantitative research
- validity and reliability in quantitative research
- basic principles of data analysis

### Skills

You will learn to

- explain some fundamentals of quantitative research
- describe quantitative research designs and their applications
- use software for statistical analyses
- use basic statistical analyses, interpret and present results



## **General competence**

You will be able to

- critically evaluate research methodology
- reflect upon scientific and ethical standards of quantitative research

This course is available only to students enrolled in Master programmes at Institute of Health and Society.

## **Overlapping courses**

HELSEF4200 5 ECTS.

## **Teaching**

Lectures and seminars. In the seminars, the students do exercises and assignments.

80% attendance in the seminars is required to be eligible to take the exam.

Attendance will be registered.

## **Examination**

Examination consist of a written examination (4 hours)

# HELSAM xxxx Medical and Health Related Research Ethics – 5 ECTS

## Course content

Research ethics is a sub-discipline of bioethics and deals with the normative rules of play of doing research. Its institutionalization in research ethics committees and research governance frameworks impinges on the lives and activities on many researchers and research participants every day. This module provides an introduction into the history and development of medical and health related research ethics, its core normative principles and the application of these principles in quantitative and qualitative research involving human beings (patients, healthy research subjects, informants) and/or the use of personal data stored in biobanks and health registries. In addition, it provides knowledge about relevant national and international ethics guidelines and regulations, and discusses issues pertaining to research integrity and breaches of good research practices (scientific misconduct); fabrication, falsification plagiarism, conflicts of interest, conflicts surrounding authorship etc. Finally, it addresses challenges pertaining to safe storage of sensitive data (TSD), and preparation of REC applications and applications to the Norwegian Social Science Data Services (NSD).

## Learning outcomes

### Knowledge

- good understanding of the history of research ethics.
- know the core ethical principles and norms guiding medical and health related research.
- know the national and main international guidelines and regulations pertaining to medical and health related research.
- know the responsibility of a researcher when involving human subjects.
- know what is needed to gain approval from REC or from the Norwegian Social Science Data Services (NSD).
- know what safe storage of sensitive data (TSD) entails.

## **Skills**

- be able to interpret and apply ethical principles and norms in local research practices.
- understand ways to protect human participants during a study.
- be attentive to how to include vulnerable groups in research.
- know what is correct citation and use of scientific references.

## **General Competence**

- familiarity with central events and factors that led to the development of medical and health care research ethics
- familiarity with the function and role of research ethics committees;
- familiarity with the pitfalls of scientific misconduct and ways to avoid such conduct.

## **Teaching**

Lectures and work in interdisciplinary groups attendance is required and will be registered.

## **Examination**

80% attendance is required to pass the exam.

# INTHExxx Advanced module in quantitative methods – 10 ECTS

## Course content

The course provides in-depth knowledge and skills in the quantitative methodologies used in the study of health and health services and enable the students to apply methods learned in previous courses and develop their MA-thesis design and project description. Through lectures and seminars, the course teaches both theoretical and practical aspects of quantitative methods, designs, analyses and presentations.

## Learning outcome

### Knowledge

The course will provide you with knowledge of

- Different quantitative study designs and how to apply them
- Bias in epidemiological studies
- Power calculations
- Analysis of Directed Acyclic Graphs (DAGs) using online tools
- Literature review

### Skills

You will learn to:

- Conduct a literature review
- Critically review quantitative research articles
- Learn how to incorporate previous literature into your own research
- Develop the quantitative research question for your master project
- Develop the quantitative research design for your master project
- Select the variables to be used in your master project
- Use dagitty to identify potential bias in your own projects when planning your research
- Choose statistical tests and epidemiologic measures appropriate for your own data
- Calculate appropriate sample size in your own study both by hand, or by using online calculators and statistical programs
- Obtain and use large (internet-based) data sets and registers

## **General competence**

You will be able to:

- Develop and conduct a feasible research project for the master programme using quantitative research methodology

## **Overlapping courses**

INTHE4007 5 ECTS

## **Teaching**

The course consists of lectures and seminars. In the seminars, the students do exercises and assignments, and work on developing their project and project description. 80% attendance in the seminars is required to be eligible to take the exam. Attendance will be registered.

## **Examination**

Home exam: a project description of the planned master thesis.

# INTHExxx Advanced module in qualitative methods – 10 ECTS

## Course content

The course provides in-depth knowledge and skills in the qualitative methodologies used in the study of health and health services and enable the students to develop their MA-thesis design and project description. Through lectures and seminars, the course teaches both theoretical and practical aspects of qualitative methods, designs, analyses and presentations.

## Learning outcome

### Knowledge

The course will provide you with knowledge of

- Central theories and models in qualitative health research
- Ethnographic approaches
- Discourse analyses
- Historization
- Literature review

### Skills

You will learn to

- Conduct a literature review
- Develop the qualitative research design for your master project
- Record and transcribe qualitative data
- Conduct various types of analyses
- Critically review qualitative research articles
- Produce academic texts from qualitative data

### General competence

You will be able to

- Develop and conduct a feasible research project for the master programme using qualitative research methodology

## Overlapping courses

INTHE4007 5 ECTS

HELSEF4200 10 ECTS

## Teaching

The course consists of lectures and seminars. In the seminars, the students do exercises and assignments, and work on developing their project and project description. 80% attendance in the seminars is required to be eligible to take the exam. Attendance will be registered.

## Examination

Home exam: a project description of the planned master thesis.

**INTHE 4012 Master thesis International Community Health 60 ECTS**

[Link til nettside](#)

## **Valgfrie emner**

Valgfrie fordypningsemner utgjør 15 ECTS av masterprogrammet.

**HELSEF 4405 Kjønnsperspektiver på sykdom og helse – 5ECTS.**

[Link til nettside](#)

**HELSEF 4403 Makt og kunnskap i helsetjenesten – 5 ECTS.**

[Link til nettside](#)

**INTHE 4118 Reproductive and sexual health and human rights – 5 ECTS**

[Link til nettside](#)

**INTHE 4117 Global epidemics – 5 ECTS**

[Link til nettside](#)

**SME 4110 Innføring i medisinsk og helsefaglig etikk – ECTS.**

[Link til nettside](#)

**SME 4210 Etikk i helsetjenesten – 5 ECTS**

[Link til nettside](#)



**SYKVIT 4312 /GERSYK 4401 Aldring i et livsløpsperspektiv  
– 5 ECTS.**

[Link til nettside](#)

**SYKVIT 4313Helsepedagogikk – 5 ECTS**

[Link til nettside](#)

**INTHE 4114 Epidemiology in practice – 5 ECTS**

[Link til nettside](#)

**INTHE 4121Water and food in a global perspective – 5  
ECTS**

[Link til nettside](#)

**INTHE 4113 Introduction to medical anthropology – 5 ECTS**

[Link til nettside](#)

**HMAN Evidence informed health policy 10 ECTS**

[Link til nettside](#)

**IN5330 Health Management Information Systems 10 ECTS**

[Link til nettside](#)

# HELSEFxxx Health Literacy – 5 ECTS

## Course content

What is health literacy? How do we understand the concept today and how has it evolved? What are the concept's scientific and ideological underpinnings? What is the relevance of health literacy (micro – macro levels)? How can health literacy be researched? How can health literacy be supported through interventions? How does health literacy connect to knowledge translation? What is the role of health literacy in global health policy and in promoting health equity? The course will focus on these questions based on current research and theory in the field.

## Learning outcome

### Knowledge

You will:

- understand and critically reflect on health literacy as a concept and its relevance for health services in a broader perspective and in different contexts
- understand and critically reflect on how health literacy can be researched and practiced in a health services perspective
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### Skills

You will be able to:

- critically analyze and discuss the concept of health literacy and its relevance.
- describe and discuss how health literacy can be researched
- give examples and discuss possible interventions to promote and support health literacy in different contexts and on different health services levels

### General Competence:

- With this course, you will be able to integrate health literacy in research, and impart and discuss academic issues related to health literacy in practice and research

# HELSEF xxxx Funksjon og funksjonsevaluering – 5 ECTS

## Kort om emnet

Hvordan forstås funksjon i medisin og helsefag? Hvordan kan funksjon og funksjonsevne studeres og evalueres? Hva legges i begrepet nedsatt funksjonsevne og når snakker vi om at det er en funksjonshemming? Hvordan kan sykdom innvirke på pasienters funksjonsevne? Hvordan defineres bra funksjon og er det noe annet enn å fungere bra? Dette er noen av de spørsmålene som belyses og tematiseres gjennom kurset. Vi vil ta utgangspunkt i forskning, men også i kliniske eksempler fra medisin og helsefag. Gjennom kurset tar vi for oss både observert, målt og erfart funksjon, og belyser ulike tilnærminger som observasjon, direkte målinger og bruk av spørreskjema.

## Hva lærer du?

### Kunnskap

Emnet gir deg

- kunnskap om funksjon, funksjonsevne, -begrensning, og -evaluering sett fra ulike perspektiver innen medisin og helsefag
- grunnleggende kunnskap om forskjellige vitenskapelige metoder som kan benyttes for å studere funksjon på forskjellig nivå
- praktisk erfaring med endret funksjonsevne
- kunnskap om medisin og helsefagenes forskjellig syn på funksjon og ulike måter å vurdere og evaluere funksjon

### Ferdigheter

Du vil lære

- om ulike synspunkter på funksjon og funksjonsevne fra medisin og helsefag
- ulike metoder for å vurdere og å studere funksjon
- å legge frem og diskutere eget arbeid på en vitenskapelig måte
- å delta i vitenskapelige diskusjoner om andres faglige arbeid

## **Generell kompetanse**

Du som tar dette emnet vil

- få kunnskap om hvordan funksjon og funksjonsevne kan studeres og evalueres
- få innsikt i hvilken betydning disse begrepene kan ha i medisin og helsefaglig teori og praksis

# HELSAM xxxMedical Humanities: History, Philosophy and Literary Studies – 5 ECTS.

## Course content

The course introduces knowledge and methods from the humanities applied to health sciences and medicine. The aim is to familiarize students with the cultural and historical context of medicine. This includes historical knowledge of how healthcare, medicine and being a patient have evolved over time, philosophical considerations on the peculiar nature of medicine as science and practice, literary studies on artistic ways of reflecting on health and disease and how writers depict different kinds of illness narratives in novels and plays. It will also introduce important methods of three fields, which all are based in the interpretation of text – adding to this document research in case of history, systematic considerations of concepts and terms in the case of philosophy, and tools for the analysis of text in the case of literary studies. Such skills, in their entirety, serve to train empathy and analytical reflection, both being important dimensions of being a health professional.

## Learning outcome

### Knowledge

You will learn about

- the development of healthcare professions since about 1800
- the history of production of medical knowledge
- information sources in medical humanities
- central discussion and concept in the philosophy of science and medicine
- the use of literary illness narratives

### Skills

You will learn to

- historize medical professions, institutions and knowledge
- interpret and discuss different text in medical humanities
- do document research and consult secondary sources
- discuss central concepts related health and disease

## **General competence**

You will be able to be

- familiarity with the field of medical humanities
- reflect upon historical, philosophical and literary text regarding disease and health
- write an academic essay

## **Teaching**

Topical introductions and group assignments (lectures, seminars and class room exercises). 80% attendance is required.

The course can be taught in Norwegian or English, depending on the attendants' command of languages.

## **Examination**

Home exam (writing of a 10 pages essay on a selected topic in medical humanities).

Grading: Passed/not passed?

## **Access requirement**

Open to all students in the Medical faculty's master's program and in the medical education program.

# INTHE xxx Migration and health – 5 ECTS

## Course content

### **Course content**

This course focuses on migration as a process and its associated health problematic, including infections, violence, mental illness and lack of access to health care. The students will gain insight into current global migratory trends, and challenges of health care provision in situations of temporariness, such a refugee camps and continuous transmigration. Moreover, the students will learn about national and international frameworks that govern migration, as well as access and entitlements to health care. Central to the course is also the different methodological approaches in studies of migration and health.

### Learning outcome

#### **Knowledge:**

You will have knowledge of:

- current and historical migratory trends
- the ways in which migration can function as a social determinant of health
- main health problems connected to migration, such as infectious disease, violence and mental illness
- main challenges of health care provision for people on the move
- national and international frameworks that govern migration and migrant's rights to health care

#### **Skills:**

You will learn to:

- critically debate the different methodological approaches in studies of migration and health
- identify how structural and historical factors influence migration and health
- identify main challenges of health care provision in situations of temporariness, such as refugee camps and continuous transmigration

#### **General competence:**

You will be able to:

- to start to investigate migration and health challenges and services in particular settings

# SYKVIT/HELSAM xxx Digitalisering og innovasjon I helsetjenesten – 5 ECTS

## Kort om emnet

Emnet gir deg innsikt og kunnskap om teoretiske tilnærminger og metodologiske prinsipper knyttet digitalisering og innovasjon i sentrale arbeidsprosesser i helsetjenesten. Du vil få kjennskap til sentrale føringer som påvirker digitalisering og innovasjon, og vurdere betydningen dette har for å realisere helsetjenester av god kvalitet. Det blir presentert og diskutert empiriske studier der digitalisering og innovasjon har betydning for helsepersonells arbeidsprosesser, muligheter for brukerdeltakelse og hvordan teknologien påvirker samhandlingen mellom helsepersonell og brukere. Emnet setter søkelys på helsedata og helseinformasjon, og hvordan dette brukes i helsetjenesten i forhold til kontinuitet, kvalitet og kompetanse i helsehjelp, og oversikt, utvikling og styring i helsetjenesten.

## Hovedtema

- Sentrale perspektiver, begreper og teorier om kunnskapsutvikling ved digitalisering og innovasjon og metodologiske overveielser i forskning om samhandling og velferdsteknologi
- Drøfting av systematisk utvikling av arbeidsprosesser basert på enkel og sikker tilgang til pasientopplysninger i digital form, brukerinvolvering og digitale innbyggertjenester, og beslutningstaking og forskning basert på gjenbruk, deling og aggregering av helsedata og helseinformasjon til styring, utvikling av helsetjenestene og brukervedvirkning
- Muligheter for samarbeid og tverrfaglige team med digital støtte; med nye modeller, roller og former for samarbeid mellom pasient, pårørende og helsepersonell
- Innovasjon som verktøy eller mål, metoder for behovsdrivet innovasjon i helsetjenesten, premisser for implementering og evaluering av innovasjoner

## Hva lærer du?

### Kunnskap

Emnet gir deg kunnskap om

- Digitalisering og innovasjon i arbeidsprosesser, spesielt i forhold til kontinuitet, kvalitet og kompetanse.
- Hva som er kvaliteter ved helsedata og helseinformasjon, og mulighetene dette gir for videre bearbeiding og analyser



- Pasient- og helsepersonellperspektiver i utvikling, implementering og evaluering av teknologi for digitalisering og innovasjon

## Ferdigheter

### Du vil lære å

- Analysere og kritisk vurdere betydning og effekter (positive og negative) av digitalisering og innovasjon i helsetjenesten, dvs. «hva er mulig», «hva er nyttig», og «hva er trygt»
- Kritisk reflektere over digitalisering og innovasjoners etiske implikasjoner
- Anvende teoretisk og empirisk kunnskap for utvikling av egen praksis
- Reflektere over behov for innovative helsetjenester i forskjellige situasjoner/kontekster,
- Argumentere for brukersentrert, teoribasert (evidence based) og behovsdrivet innovasjon og anvende relevante modeller for utvikling, implementering og evaluering av digitaliserings- og innovasjonsprosjekter

## Generell kompetanse

### Du vil kunne

- kritisk vurdere kunnskapsstatus knyttet til sentrale føringer for digitalisering og innovasjon, og analysere implikasjoner for helsetjenesten
- gjengi ulike perspektiver på vesentlige problemstillinger og vitenskapelig metodevalg knyttet til digitalisering og innovasjon i helsetjenesten
- bidra faglig, kritisk og konstruktivt i utvikling av tverrfaglig praksis

# HELSAM xxx Implementation research

## **Course content**

The course introduces central concepts, theories and models within the fields of knowledge translation and implementation science, explaining how these fields aim to promote knowledge exchange between research and a broad range of health practices, spanning from health policy to clinical practice.

There are two main themes in the course.

1) Theories and models of knowledge translation and implementation in health care, with special emphasis on the production of evidence and evidence-based interventions. 2) Planning and developing an implementation project plan in a health care setting. Students will learn to critically evaluate knowledge translation and implementation approaches, design an implementation project plan, and recognise barriers and enablers in implementation research.

## **Learning outcome**

### ***Knowledge***

The course will provide you with:

- Knowledge of the basic concepts, models and theories in knowledge translation and implementation science
- Theoretical knowledge about the process of translating knowledge between research and a broad range of health practices
- Empirical examples from health policy and clinical practices

### ***Skills***

You will learn:

- To explain the fundamentals of knowledge translation and implementation research
- To develop and present an implementation plan
- To critically evaluate knowledge translation and implementation approaches
- To identify factors that predict the likelihood of implementation success in health care and develop strategies correspondingly

### ***General competence***

You will be able to:

- Evaluate knowledge translation and implementation research within health and health services research

- Evaluate the potential and limitations of different kinds of evidence within medical and health sciences
- Diagnose and solve implementation problems in the clinical field and in the health care services

**Examination:**

Home exam

**Teaching:**

There will be plenary sessions spread over a two-week period, with 3 days week 1 and 2 days week 2.

**Admission**

Students enrolled at one of the master program at The Institute of Health and Society will get first priority to the courses. External applicants not already enrolled as a student at UiO, are welcome to apply.