

# Short term Course Information

<b>School</b>	Health Education and Health Promotion
<b>Department</b>	Health
<b>Name of Program</b>	Monitoring and Evaluation of Health Programs for Improved Decision Making
<b>Description (500 characters)</b>	Monitoring and evaluation (M&E) skills are central to the successful design and implementation of programs and are necessary for analyzing and using data for advocacy for public health and population programs. Unfortunately, investments in building these skills have been limited, thus compromising the success of health programs. As part of the effort to build the necessary capacity of M&E professionals working in the health sector, this course could be essential to provide training in M&E systems and the application of data to decision making in population and health programming.
<b>Keyword (3 Words)</b>	Health promotion program, monitoring and evaluation, Improved decision making
<b>Complete Description</b>	<p>Monitoring and Evaluation (M&amp;E) is the process by which data are collected and analysed in order to provide information to policy makers and others for use in program planning and project management. M&amp;E is important because it helps program implementers make informed decisions regarding program operations and service delivery based on objective evidence. It also ensures the most effective and efficient use of resources, helps determine the success or failure of a program, and assists in meeting organizational requirements. M&amp;E skills are crucial to the successful implementation, design, and tracking of program progress and output of various programs. This course offers intensive training that will cover the fundamental concepts and tools for monitoring and evaluation of various health programs.</p> <p><b>Objectives</b> At the end of the training, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Identify health and population decisions that can be informed by M&amp;E</li> <li>• Formulate questions that need to be answered in order to make informed M&amp;E decisions</li> <li>• Describe the basic concepts and practical approaches to conducting M&amp;E</li> <li>• Describe information systems and data flow</li> <li>• Assess quality of data used in M&amp;E</li> <li>• Disseminate and use M&amp;E information strategically</li> <li>• Gain hands on experience in developing an M&amp;E plan</li> <li>• Gain hands-on experience in use of STATA software</li> </ul> <p><b>Contents</b> The course offers intensive training that will cover the fundamental concepts and tools for monitoring and evaluating public health programs. Sessions will include:</p> <ul style="list-style-type: none"> <li>• Overview of M&amp;E plan</li> <li>• The Role of Strategic Information in Decision Making</li> <li>• M&amp;E Frameworks</li> <li>• Developing M&amp;E Plans</li> <li>• Indicator Selection and Interpretation</li> <li>• Data Demand and Use</li> <li>• Assessment of Data Quality</li> <li>• Use of STATA Software in Data Analysis</li> <li>• Gender Issues in M&amp;E</li> <li>• M&amp;E Issues in Population, Reproductive Health/PMTCT, Malaria and TB Programs</li> <li>• M&amp;E tools like: PRISM, DQA, DDIU, LQAS</li> </ul>

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<b>Length of Training</b>	10 sessions
<b>Language Requirement</b>	Farsi, English
<b>Admission Requirement</b>	The course is designed for Master PhDs students, academic staff, national and international M&E officers and their counterpart advisers and assistants who are involved in the implementation of public health programs. Computer literacy and experience with data systems will be an advantage.
<b>Tuition Fee *</b>	1500 US Dollar

# Short term Course Information

<b>School</b>	Health Education and Health Promotion
<b>Department</b>	Health
<b>Name of Program</b>	Adolescent Health Program
<b>Description (500 characters)</b>	This course will develop and deliver physical and mental health of adolescents and youths by appropriately addressing all risk factors and health concerns of this age group in order to ensure their overall growth and development.
<b>Keyword (3 Words)</b>	Adolescent Health, Health Risk Behaviors, Health Interventions
<b>Complete Description</b>	<p>Young people between the ages of 10 and 19 years – are often thought of as a healthy group. Nevertheless, many adolescents do die prematurely due to accidents, suicide, violence, pregnancy related complications and other illnesses that are either preventable or treatable. Many more suffer chronic ill-health and disability. In addition, many serious diseases in adulthood have their roots in adolescence. For example, tobacco use, sexually transmitted infections including HIV, poor eating and exercise habits, lead to illness or premature death later in life. Thus, the course concludes with key actions concerning adolescents across the full spectrum of health issues. Further, this course provides guidance on adolescent health interventions, priority setting and programming.</p> <p><b>Priority Target groups:</b></p> <ul style="list-style-type: none"> <li>• Out of school adolescents</li> <li>• under-employed and employed adolescents</li> <li>• Adolescents engaging in risky behaviors</li> <li>• Orphans, marginalized adolescents in rural and hard to reach areas</li> <li>• Girls and women</li> </ul> <p><b>Objective:</b></p> <p>Develop and deliver a comprehensive life skill based information package that focuses on improving health and well being of adolescent and youth.</p> <p><b>Content:</b></p> <p>This course will address several health issues including:</p> <ul style="list-style-type: none"> <li>• <b><u>Health Challenges of Adolescents</u></b></li> <li>• <b><u>Health Risk Behaviors among Adolescents and Young People</u></b> Such as: Injuries, mental health, Smoking, Alcohol, Drug Use, Nutrition, Exercise, Sexual and Reproductive Health</li> <li>• <b><u>Burden of Disease in Adolescence</u></b> HIV, chronic disease</li> <li>• <b><u>Poverty and Adolescent Health</u></b> Injuries and violence (including road safety), Hygiene and Sanitation including oral health, Environmental and occupational health of adolescents</li> <li>• <b><u>Adolescent Health Interventions</u></b></li> </ul>
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<b>Length of Training</b>	8 sessions
<b>Language Requirement</b>	Farsi, English
<b>Admission Requirement</b>	The course is designed for Master PhDs students, academic staff, national and international health officers and their counterpart advisers and assistants who are involved in the implementation of public health programs.
<b>Tuition Fee *</b>	1000 US Dollar

# Short term Course Information

<b>School</b>	Health promotion and Health Education
<b>Department</b>	Health
<b>Name of Program</b>	Basic Health education
<b>Description (500 characters)</b>	The purpose of this course is to help participants develop skills and strategies in relation to facilitation, instruction, as well as the use of theoretical concepts to more effectively implement health education and health promotion programs.
<b>Keyword (3 Words)</b>	Health behaviors, Education strategies, Health promotion
<b>Complete Description</b>	<p>Course participants will gain an understanding of the various ways in which people learn and develop a variety of skills to create effective learning strategies. Participants learn about the complexities and realities of health education and health promotion, while also exploring common cultural, religious, health behaviors, and social barriers that impede health education. The course material also explores health interventions, peer-to-peer health education programs, as well as culturally-specific visual communication tools that enhance health understanding and improve health outcomes.</p> <p><b>Objective:</b> At the end of the training, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Analyse and critically discuss the determinants of health behaviour derived from theories that are commonly used to explain health behaviour, learn how to develop questionnaires to assess determinants of health behaviour, analyse the data and to translate these findings into a scientific report.</li> <li>• comprehend health literacy and its usage to create more effective health education and health promotion programs.</li> <li>• Gain broad knowledge and insight into theoretical methods and practical applications that can be used to modify the behavioural determinants that are derived from the most commonly used theories to explain behavior.</li> <li>• Become skilled in writing health messages that are in line with basic principles of successful health communication, for different target audiences and for different media.</li> <li>• Obtain insight into various settings in health promotions and the effectiveness of health promotion interventions in these settings. get knowledge and skills regarding the formulation of a sound research question and finding, selecting, reading and evaluating literature critically.</li> <li>• Evaluate the effectiveness of interventions in various settings in professional life, and to give and respond to other people's feedback on work they have accomplished</li> <li>• Acquire knowledge and skills on processes and strategies enabling people to increase control over, and improve their health, in a broader context than before in this master.</li> </ul> <p><b>Content:</b></p>

	<p>This course will address several health issues including:</p> <ul style="list-style-type: none"> <li>• Methods and Strategies for Health Education</li> <li>• Foundations of Health Education</li> <li>• Understanding Health Behaviour</li> <li>• Changing Health Behaviour</li> <li>• Effectiveness of Interventions in Health Promotion Settings</li> <li>• Health promotion</li> </ul>
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<b>Length of Training</b>	12 sessions
<b>Language Requirement</b>	Farsi, English
<b>Admission Requirement</b>	The course is designed for Master PhDs students, academic staff, national and international M&E officers and their counterpart advisers and assistants who are involved in the implementation of public health programs. Computer literacy and experience with data systems will be an advantage.
<b>Tuition Fee *</b>	1800 US Dollar

# Short term Course Information

<b>School</b>	Health Promotion and health education
<b>Department</b>	Health
<b>Name of Program</b>	Operations Research in Public Health
<b>Description (500 characters)</b>	Operational Research is scientific study of operations with the purpose of making better decisions. Operations Research (OR) is gaining importance in public health interventions and programmes increasingly both nationally and internationally. The focus of this course is to constantly guide the programme (mathematical and statistical methods and computer systems) implementation to achieve best results.
<b>Keyword (3 Words)</b>	Public health, operation research, improvement program
<b>Complete Description</b>	<p>Operations Research in Public Health defined as “Any research producing practically usable knowledge (evidence, findings, information, etc.) which can improve program implementation (e.g. effectiveness, efficiency, quality, access, scale up, sustainability) regardless of the type of research falls within the boundaries of operations research”. It modulates inputs and processes involved in the programme cycle and strive to produce optimal gains in achieving targets and goals. Utilizing the vast range of qualitative and quantitative tools, this explains produced significant results worth applying and testing in the real field.</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• To study about the systems, organizations, institutions, programs, socio-cultural behavior of the people and economic factors that exist as bottleneck to effective implementation.</li> <li>• To develop more effective approaches to the programs.</li> <li>• To secure optimum utilization of resources.</li> <li>• Identifying problems in a timely manner,</li> <li>• generating evidence based solutions.</li> <li>• act according more effective and feasible solution.</li> <li>• yield maximum benefit in public health</li> </ul> <p><b>Teaching Methods:</b> Lecture, Individual Activities, Case Studies, Questions and Answers, mathematical and statistical methods and computer systems, modeling</p> <p><b>Training Content:</b></p> <ul style="list-style-type: none"> <li>• <u>Secondary data analysis</u> Participants will understand how analyzing retrospective record reviews, utilizing data that is already generated in the programs.</li> <li>• <u>Primary Level Research</u> Participants will able to implement and manage Exploratory/diagnostic studies, Intervention studies, Monitoring and Evaluation, as well as implement Economic /cost effective Analysis.</li> </ul>
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<b>Length of Training</b>	10 sessions
<b>Language Requirement</b>	Farsi, English
<b>Admission Requirement</b>	The course is designed for Master PhDs students, academic staff, national and international health officers and their counterpart advisers and assistants who are involved in the implementation of public health programs. Computer literacy and experience with data systems will be an advantage.
<b>Tuition Fee *</b>	1500 US Dollar



# Short term Course Information

<b>School</b>	Health promotion and health education
<b>Department</b>	Health
<b>Name of Program</b>	Effective Behavior Change Communication Strategies in Public Health
<b>Description (500 characters)</b>	This short term course is essential to analyze current theories and interventions to promote positive changes in health behaviors, especially among culturally and demographically diverse populations. This course interprets three exemplars of health communication interventions as well as explains strategies to improve the effectiveness of current health communication intervention strategies as the nation moves into the 21st century. Particular attention will give to new technologies for communication interventions, ethical issues raised by such interventions, and variations in effectiveness of interventions across diverse populations
<b>Keyword(3 Words)</b>	Behavior Change, Health Communication intervention, Public Health,
<b>Complete Description</b>	<p>A Behavior Change Communication short term course will contribute to promote positive health behaviors and support an environment that enables the community to maintain positive behaviors taken on.</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• The participants will understand the concept of Health.</li> <li>• They will understand the concepts of the Alma Declaration and the Ottawa Charter</li> <li>• They will understand theories of Human Behavior</li> <li>• They will understand the definition of A Behavior Change Communication( BCC)</li> <li>• They will understand the concepts and theories of BCC</li> <li>• They will understand how BCC programs impact on positive health outcomes</li> <li>• They will be able to facilitate a Needs Assessment</li> <li>• They will be able to effectively utilize BCC Tools</li> <li>• They will be able to plan, implement and evaluate a BCC program</li> <li>• They will be able to advocate for and develop environments that enable the maintenance of positive health behaviors</li> </ul> <p><b>Teaching Methods:</b> Lecture, Brainstorming, Journal Activities, Role Plays, Individual Activities, Case Studies, Group Work, Questions and Answers</p> <p><b>Training Content:</b></p> <ul style="list-style-type: none"> <li>• <u>Introduction to Behavior Change Communication</u></li> </ul> <p>Participants will understand the Mission and the Goal of the MoPH, concepts of health, principles of the Ottawa Charter, the definition of BCC and related concepts.</p> <ul style="list-style-type: none"> <li>• <u>Health and Human Behavior</u></li> </ul> <p>Participants will understand concepts of Human Behavior and influence, theoretical approaches to health behavior and behavior change models.</p> <ul style="list-style-type: none"> <li>• <u>Needs Assessment</u></li> </ul>

	<p>Participants will understand what a needs assessment is, be able to identify needs within a community, be able to plan and implement a needs assessment and understand data collection methods</p> <ul style="list-style-type: none"> <li>• <u>Planning a Behavior Change Communication Program</u> Participants will be able to identify issues, target group and focus of a BCC program, be able to design a comprehensive BCC program incorporating an Action plan inclusive of budget, required resources and evaluation</li> <li>• <u>Implementing and Managing a BCC Program</u> Participants will be able to implement and manage a quality BCC program</li> </ul>
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<b>Length of Training</b>	10 sessions
<b>Language Requirement</b>	Farsi, English
<b>Admission Requirement</b>	The course is designed for Master PhDs students, academic staff, national and international Health officers and their counterpart advisers and assistants who are involved in the implementation of public health programs. Computer literacy and experience with data systems will be an advantage.
<b>Tuition Fee *</b>	1500 US Dollar

# Short term Course Information

<b>School</b>	Health Promotion and health education
<b>Department</b>	Health
<b>Name of Program</b>	Soil pollution
<b>Description (500 characters)</b>	Polluted and degraded soils cost us millions of dollars every year. They limit productivity and present real human health and environmental risks. Knowledge of the behaviour of compounds in soil and their effects on organisms (human beings, plants, soil biota) is required in order to assess soil quality and to select proper soil remediation methods in case of severe pollution.
<b>Keyword (3 Words)</b>	Soil pollution, risk assessment, compound behavior
<b>Complete Description</b>	<p>The course focuses on soil risk assessment (soil quality evaluation) and the basic knowledge necessary to be able to apply a risk assessment procedure to polluted soil sites. Basic knowledge comprises compound behaviour in soils (speciation, transport, uptake) and effects on soil organisms (bioavailability, uptake, dose-response relationships, risk assessment).</p> <p><b>Objective:</b></p> <p>After successful completion of this course participants should be able to:</p> <ul style="list-style-type: none"> <li>• recognize and describe the impact of soil pollution on the environment</li> <li>• Analyse and describe compound behaviour in soils</li> <li>• explain and describe essential elements of a soil quality evaluation procedure</li> <li>• apply a soil risk assessment to a contaminated soil site</li> <li>• response experiments including sampling, chemical analysis of soil and plant samples,</li> <li>• data processing, simple statistical data handling (linear regression) and report writing</li> </ul> <p><b>Lectures</b></p> <p>The lectures cover the following subjects:</p> <ul style="list-style-type: none"> <li>• The behaviour (especially speciation, transport and uptake) of contaminants in soil. Much attention will be paid to the various distribution processes (adsorption and desorption, dissolution and precipitation, volatilization and condensation) and transport in water and gas phase. This will be elaborated for compounds like heavy metals, volatile organic chemicals, cyanide, nitrogen and phosphate.</li> <li>• Effects of contaminants on organisms (plants and soil biota); particular attention will be paid to the determination of dose-response relationships and the concept of bioavailability.</li> <li>• Pollution phenomena like soil acidification, accumulation in soils, leaching of contaminants in soils, application of organic waste materials to soils, uptake of contaminants by plants and soil organisms, exposure to human beings, spreading of contaminants via groundwater.</li> </ul>

	<ul style="list-style-type: none"> <li>• Policy aspects: choice and determination of soil quality criteria (soil standards) as part of a soil quality evaluation procedure</li> <li>• Risk assessment procedure for soil and groundwater; analysis of exposure pathways. Analysis of actual risks for human beings, eco systems and groundwater spreading. - Applicability of various soil remediation techniques</li> </ul>
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<b>Length of Training</b>	8 sessions
<b>Language Requirement</b>	Farsi, English
<b>Admission Requirement</b>	The course is designed for Master PhDs students, academic staff, national and international environmental researcher and their counterpart advisers and assistants who are involved in the implementation of monitoring program.
<b>Tuition Fee *</b>	1000 US Dollar

# Short term Course Information

<b>School</b>	Health Promotion and health education
<b>Department</b>	Health
<b>Name of Program</b>	Maternal and Child Health
<b>Description (500 characters)</b>	<p>This one-week intensive course on Maternal and Child Health (MCH) will provide students with a broad overview and introduction to selected MCH-related issues and will include a focus on the ways in which poverty, politics, and racial and ethnic disparities affect the health of families, women, children and adolescents. Students will be given the opportunity to discuss and examine current issues central to maternal and child health, review the latest literature on new directions in the field, explore existing data sources and the uses of data to improve maternal and child health, and discuss the ways in which the political context in a given nation/country affects the health and well-being of families.</p> <p>This course is designed to be a rigorous and engaging undertaking that includes lecture, interactive activities, shared learning opportunities, and a culminating project for each student. Some of the discussion of assigned readings will be led by students in class. Student engagement and participation will be a vital part of class sessions, and lively and stimulating discussions will be the hallmark of the class.</p>
<b>Keyword (3 Words)</b>	Maternal Health, Reproductive Health, child health
<b>Complete Description</b>	<p><b>By the end of this intensive MCH course, students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Describe at least six components central to the field of Maternal and Child Health, including pregnancy/prenatal care, infant mortality, childhood diseases, adolescent health, access to adequate and timely care, and the social determinants of health.</li> <li>2. Discuss the ways that politics, poverty, and racial and ethnic disparities affect the health of families, women, children and adolescents</li> <li>3. Describe at least three key health issues that have been demonstrated to be central to improving maternal and child health globally</li> <li>4. Engage in critical thinking about global and local maternal and child health policy, programs and health strategies, especially regarding the feasibility, cost effectiveness, sustainability and scalability of different approaches.</li> </ol> <p><b>Specific learning objectives are noted for each session.</b> At the end of each session, students should know and be able to accomplish the session's learning objectives.</p> <p>Session 1. Introduction to Maternal and Child Health Session 2: Demographic Divide Session 3: Life Course Perspective/Social Determinants of Health Session 4. Family Planning Session 5. Reproductive Health Session 6: Maternal Mortality Session 7. Pakistan and Afghanistan Case Study Session 8: Child Health Session 9. Adolescent Health</p>
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<b>Length of Training</b>	9 sessions
<b>Language Requirement</b>	Farsi, English
<b>Admission Requirement</b>	<p>The course is designed for Master and PhDs students, academic staff, national and international environmental researcher and their counterpart advisers and assistants who are involved in the implementation of monitoring program. Students will be asked to read peer-reviewed journal articles, watch videos, and review primary source documents to prepare for each class session. Each day of class will provide students with an opportunity to discuss the key issues identified for that day and in the assigned readings. Morning sessions will be lecture and small group presentations. Some mornings we will discuss one or two of the key readings for that day. Some class sessions will be a combination of lecture and discussion; others may be structured for small and large group discussions, case study reviews, and/or student present.</p>
<b>Tuition Fee *</b>	1500 US Dollar

# Short term Course Information

<b>School</b>	Health Promotion and health education
<b>Department</b>	Health
<b>Name of Program</b>	Maternal and newborn Health
<b>Description (500 characters)</b>	<p>This one-week intensive course on Maternal and newborn Health will provide students with a broad overview and introduction to selected maternal and newborn Health -related issues and will include a focus on the ways in which poverty, politics, and racial and ethnic disparities affect the health of families, women, and newborn. Students will be given the opportunity to discuss and examine current issues central to maternal and child health, review the latest literature on new directions in the field, explore existing data sources and the uses of data to improve maternal and newborn health, and discuss the ways in which the political context in a given nation/country affects the health and well-being of families. This course is designed to be a rigorous and engaging undertaking that includes lecture, interactive activities, shared learning opportunities, and a culminating project for each student. Some of the discussion of assigned readings will be led by students in class. Student engagement and participation will be a vital part of class sessions, and lively and stimulating discussions will be the hallmark of the class.</p>
<b>Keyword (3 Words)</b>	Maternal Health, Reproductive Health, newborn health
<b>Complete Description</b>	<p><b>By the end of this intensive MCH course, students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Describe Fundamental of basic care to the field of maternal and newborn health including basic care, rationales for compounds of basic care, key tools in basic care</li> <li>2. Describe Fundamental of core compound of basic care to the field of maternal and newborn health including conducting the basic maternal and newborn care visit, antenatal care, labor and childbirth care, Postpartum care, new born care.</li> <li>3. Describe at least three key health that promote enabling environment within the health system</li> </ol> <p><b>Specific learning objectives are noted for each session.</b></p> <p>Sessions 1, 2, 3. Fundamental of basic care (introduction to basic care, rationales for compounds of basic care, key tools in basic care)</p> <p>Session 4, 5, 6: Core compound of Basic care (conducting the basic maternal and newborn care visit, antenatal care, labor and childbirth care, Postpartum care, new born care)</p> <p>Session 7. Additional care (common discomfort and concerns and special needs)</p> <p>Session 8.9. Enabling environment within the health system (service delivery, health workforce, information, medical products, vaccine and technologies)</p>
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<b>Length of Training</b>	9 sessions
<b>Language Requirement</b>	Farsi, English
<b>Admission Requirement</b>	<p>The course is designed for Master and PhDs students, academic staff, national and international environmental researcher and their counterpart advisers and assistants who are involved in the implementation of monitoring program.</p> <p>Students will be asked to read peer-reviewed journal articles, watch videos, and review primary source documents to prepare for each class session. Each day of class will provide students with an opportunity to discuss the key issues identified for that day and in the assigned readings. Morning sessions will be lecture and small group presentations. Some mornings we will discuss one or two of the key readings for that day. Some class sessions will be a combination of lecture and discussion; others may be structured for small and large group discussions, case study reviews, and/or student present</p>
<b>Tuition Fee *</b>	1200 US Dollar



## Short term Course Information

<b>School</b>	Health Promotion and health education
<b>Department</b>	Health
<b>Name of Program</b>	Non-communicable Disease Education
<b>Description (500 characters)</b>	This two-week intensive course on non-communicable disease will provide students with a broad overview and introduction to selected non-communicable -related issues and will include a focus on the prevention and management of hypertension, diabetes, and on tobacco cessation. Students will be given the opportunity to discuss and examine current issues central to non-communicable disease, review the latest literature on new directions in the field, explore existing data sources and the uses of data to improve non-communicable disease. This course is designed to be a rigorous and engaging undertaking that includes lecture, interactive activities, shared learning opportunities, and a culminating project for each student. Some of the discussion of assigned readings will be led by students in class. Student engagement and participation will be a vital part of class sessions.
<b>Keyword (3 Words)</b>	hypertension, diabetes, tobacco cessation
<b>Complete Description</b>	<p><b>Specific learning objectives are noted for each session.</b></p> <p>Sessions 1: Introduction and roles and responsibilities of the Health education and promotion.</p> <p>Session 2,3, 4. Prevention and management of hypertension (risk factor, diagnosis and management, healthy lifestyles, healthy eating habits, low-salt diet, physical activity, medication and management of associated diseases complication prevention)</p> <p>Session 5,6, 7. Prevention and management of diabetes (risk factor, diagnosis and management, healthy lifestyles, healthy eating habits, physical activity, medication and management of associated diseases complication prevention)</p> <p>Session 8: Quit smoking</p>
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<b>Length of Training</b>	9 sessions
<b>Language Requirement</b>	Farsi, English

<b>Admission Requirement</b>	The course is designed for Master and PhDs students, academic staff, national and international health educator and health providers who are involved in the implementation of monitoring program. Students will be asked to read peer-reviewed journal articles, watch videos, and review primary source documents to prepare for each class session.
<b>Tuition Fee *</b>	1000 US Dollar

# Short term Course Information

<b>School</b>	Health Promotion and health education
<b>Department</b>	Health
<b>Name of Program</b>	Health literacy
<b>Description (500 characters)</b>	<p>Understanding the relationship between health and literacy is essential to development of effective health communication. National assessments of adult literacy have raised serious concerns about the ability of nearly half the adult population in the world to access and use health information and services. Low health literacy is a barrier to effective health communication, affects health care quality and contributes to health disparities.</p> <p>This course explores the links between health literacy, language and culture and how systems barriers impact access to health information and quality health care services. Students practice writing and speaking in plain language, and consider how to apply health literacy research to practice. The course provides an overview of health literacy interventions being tried in a variety of sectors and explores opportunities for collaboration across fields.</p>
<b>Keyword (3 Words)</b>	Health literacy, health communication, health care services
<b>Complete Description</b>	<p><b>Competency-based Objectives:</b></p> <ul style="list-style-type: none"> <li>• Craft theory-based messages to achieve health communication objectives including but not limited to: raising awareness, advocacy, behavior change, and risk communication.</li> <li>• Understand the strengths and weaknesses of a broad range of communication channels and technologies and be able to choose those that are most appropriate for the audience and message.</li> </ul> <p><b>Learning Objectives:</b></p> <p>The course will provide students with the opportunity to develop and practice plain language, culturally competent health communication skills to meet the health information needs of health care consumers with a broad range of health information and literacy needs. At the conclusion of the course students will be able to:</p> <ul style="list-style-type: none"> <li>• Articulate how poor health literacy impacts patient and consumer access to health information and quality health care services</li> <li>• Assess written, verbal, and online health information for readability and usability</li> <li>• Use plain language in both verbal and written health communication</li> <li>• Identify supports that aid health communication across cultures</li> <li>• Compare and contrast health literacy initiatives</li> <li>• Apply health literacy research to health communication efforts in practice</li> </ul> <p><b>Session 1:</b> What is Health Literacy? This session is an introduction to course content and expectations. We will review the course syllabus and begin to explore the link between literacy and health and how poor health literacy impacts access to health information and quality health care services. We will consider the role of adult literacy and public health in a discussion of emerging approaches to improving health literacy.</p> <p><b>Session 2:</b> In Plain Language in this session students will consider written, verbal, and on-line health information. We will evaluate the reading grade level</p>

	<p>at which materials are written and discuss the utility of these tools in practice. We will consider an audience-centered approach to materials development and the application of plain language writing and design principles.</p> <p><b>Session 3:</b> Patient-Provider Communication in this session students will apply adult learning theory to health communication in practice. Students will also engage in a project-based learning activity and practice communicating health information in plain language. Students will practice teach-back and other methods for promoting understanding between patients and providers and consider systems changes that promote health literacy.</p> <p><b>Session 4:</b> Working Across Cultures This session will focus on the relationship between health literacy, language, and culture. Students will consider culture as a factor in health communication through a discussion of the novel <i>The Spirit Catches You and You Fall Down</i> by Anne Fadiman. We will discuss issues related to translation and interpreting and identify supports that aid health communication across cultures.</p> <p><b>Session 5:</b> Research to Practice in this session students will work in small group to present an overview of assigned reading. Students will facilitate a discussion and activity that will engage the class in an exploration of the research and its application to health literacy efforts in practice.</p>
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	Contact Person Name : Dr Nooshin Peyman
<b>Length of Training</b>	5 sessions
<b>Language Requirement</b>	Farsi, English
<b>Admission Requirement</b>	The course is designed for Master and PhDs students, academic staff, national and international health educator and health providers who are involved in the implementation of monitoring program. Students will be asked to read peer-reviewed journal articles, watch videos, and review primary source documents to prepare for each class session.
<b>Tuition Fee *</b>	1000 US Dollar

