PhD in Biological and Medical Sciences

Specialties:
Public Health – Leadership in Global Health
Public Health – Health Management and Policies
Public Health – Health Promotion and Education
Public Health – Environment and Health
Public Health – Epidemiology and Biostatistics

Teaching language
French ○   English ☑   Arabic ○

Campus Where the Program Is Offered: CSM

OBJECTIVES

The objectives of the program are the following:
1. Responding to Lebanon and the EMRO region's needs for qualified health professionals, capable of assuming an effective leadership role at organizational, national, regional, and global levels.
2. Producing transformative academic and practice leaders with advanced research expertise to perform and evaluate evidence-based public health practices.
3. Equipping graduates with governance and communication skills to interact with major stakeholders in the health and social sectors, and convene diverse partners, to build consensus and achieve public health goals.
4. Developing leaders in the field of public health who advance good governance practices and evidence informed policies using critical analysis, advocacy, communication, people centeredness and professional ethics.

PROGRAM LEARNING OUTCOMES (COMPETENCIES)

1. Producing and analyzing data, synthesizing, and translating findings. Generating practice-based evidence that advances programs, policies, services, and systems addressing population health.
2. Influencing policy formulation and implementation to improve public health using scientific knowledge, analysis, communication, and consensus-building.
3. Assessing and using communication strategies across diverse audiences that inform and influence individual, organization, community, and policy actions, to enhance public health services and outcomes.
4. Promoting a whole-of-society approach and assisting the health authority, different partners, and the community to prepare for and respond to climate change and health emergencies.
5. Capacitating institutions and empowering people working in both the public and private sectors to design and implement efficient and equitable interventions to contribute to achieving health-related sustainable development goals.
6. Identifying, analyzing, and solving ethical issues, and acting on the values of social justice and human rights in public health research and practice.

ADMISSION REQUIREMENTS

Candidates are selected following the study of their file. The conditions for admission are:
- A Master's degree or equivalent in a health, environment, economics, management, education, natural sciences, other social sciences, or humanities discipline;
- At least 2 years of experience in a full-time leadership position or 4 years of experience in a full-time position in public health and/or service experience in a relevant field;
- A Previous training in public health methodologies and specialized technical fields of public health is also beneficial (if no background in public health; an introductory course in public health should be taken);
- The submission of a 1,000-word research project and a practicum site suggestion followed by a 3,000-word research project upon shortlisting.

Courses/Credits Granted by Equivalence: None

PROGRAM REQUIREMENTS

Required Courses (180 CR.)
Governance and Health Leadership (3 CR.). Study Design and Research Methods (6 CR.). Applied Health Policy (3 CR.). Global Governance and Health Diplomacy (3 CR.). Organizational Development with Emphasis on Human Resources Management (3 CR.). Comparative Health Systems (3 CR.). Information Systems and E-Health (3 CR.). Social Determinants of Health (2 CR.). Leadership and Management (2 CR.). Research Proposal Writing (2 CR.). Value-Based Healthcare (2 CR.). Human Rights and Ethics (2 CR.). Production and Use of Strategic Intelligence (2 CR.). Health Technology (2 CR.). UHC People-Centered Healthcare (2 CR.). Effective Communication for Leaders (2 CR.). Program Design and Evaluation (2 CR.). Advocacy and Community Mobilization (2 CR.). Thesis 1 (15 CR.). Thesis 2 (10 CR.). Thesis 3 (10 CR.). Thesis 4 (25 CR.). Thesis 5 (30 ECS). Thesis 6 (30 CR.). Practicum 1(10 CR.). Practicum 2 (10 CR.).

SUGGESTED STUDY PLAN

Semester 1

Code	Course Name	Credits
002GAHLD1	Governance and Health Leadership	3
002SDRMD1	Study Design and Research Method	6
002HREED1	Human Rights and Ethics	2
002ECFLD1	Effective Communication for Leaders	2
002THEAD1	Thesis 1	15
	Total	**28**

Semester 2

Code	Course Name	Credits
002AHPPD2	Applied Health Policy	3
002RPWWD2	Research Proposal Writing	2
002ODHRD2	Organizational Development with Emphasis on Human Resources Management	3
002ESADD2	Evidence Synthesis and Dissemination	2
002PRACD2	Practicum 1	10
002EPPED5	Thesis 2	10
	Total	**30**

Semester 3

002CHSSD3	Comparative Health Systems	3
002LAMMD3	Leadership and Management	2
002DTCCD3	Health Technology	2
002ISHHD3	Information System and E-Health	3
002PRABD3	Practicum 2	10
002THECD3	Thesis 3	10
	Total	**30**

Semester 4

Code	Course Name	Credits
002GGHDD4	Global Governance and Health Diplomacy	3
002VBHCD4	Value-Based Healthcare	2
002ADVOD4	Advocacy and Community Mobilization	2
002THEDD4	Thesis 4	25
	Total	**32**

Semester 5

Code	Course Name	Credits
002THEED5	Thesis 5	30
	Total	**30**

Semester 6

Code	Course Name	Credits
002THEFD6	Thesis 6	30
	Total	**30**

COURSE DESCRIPTION

002GAHLD1   **Governance and Health Leadership**   **3 Cr.**

This course introduces students to the concept of governance and its significance in health, as it serves as one of the building blocks of any health system. Governance is defined as "the art and science of steering a health system to achieve expected results by utilizing resources in the most efficient way." The course provides students with an understanding of the theory and practice of governance in the healthcare sector, including what governance means at different levels, how these levels are interrelated, and how governance operates in the real world. Additionally, the course explores the implications of existing challenges in HSG on achieving change and addresses key questions surrounding these issues. It emphasizes that good governance in health is not solely about the process of policymaking, but rather about improving policymaking by enhancing the quality of policy and decision-making processes.

002RPPPD2   **Study Design and Research Methods**   **6 Cr.**

This seminar introduces students to the concepts and methods of public health program design and evaluation. Students will develop skills for assessing community needs for the development of health programs. The seminar then covers program design, including the development of measurable objectives. It aims to build skills in basic data analysis, interpretation, demand, and use, as well as fostering an understanding of the role of data and research in decision-making processes.

002AHPPD2   **Applied Health Policy**   **3 Cr.**

This course introduces students to the field of health policy analysis and teaches relevant concepts and methods to develop basic skills required for finding scientific evidence to inform or explain health policy development. It also enables students to critically evaluate health policy research and media coverage of health policy issues. Discussions include the application of case studies involving policy issues at the national, regional, and international levels.

002GGHDD4   **Global Governance and Health Diplomacy**   **3 Cr.**

The course introduces students to global governance and its importance in the global health structure, particularly in preventing, preparing for, and responding to multi-hazard global threats. It assists students in understanding

the theory and practice of multilateralism and its challenges in effectively responding to serious challenges, whether acute emergencies such as COVID-19 or long-term issues like climate change. The course also covers multilateral organizations such as WHO, other UN agencies, and the World Bank, as well as other Bretton Woods institutions. Additionally, students become familiar with international conventions and treaties, understanding their formulation and adoption at the global level, and the issues surrounding compliance at the country level.

002ODHRD2   Organizational Development with Emphasis on Human Resources Management   3 Cr.

This course aims to enhance the capacity of doctoral candidates to generate both applied and theoretical knowledge related to organizational, social, and enterprise transformation, with a focus on fostering human potential development. It provides candidates with conceptual and behavioral skills to navigate the complexity, uncertainty, and speed of changing environments with the goal of nurturing human potential. The objective is to integrate candidates' academic development with a conceptual framework for assessing systemic transformations and equipping them with appropriate techniques for transformative learning and knowledge creation. The course material is delivered from the perspective that candidates are or will be stakeholders in sustainable transformative actions.

Aligned with the values of Jesuit education, particularly the pursuit of excellence, discernment, justice, critical thought, and the holistic development of individuals, candidates will engage in experiential learning in real-life situations. They are expected to cultivate and demonstrate a professional demeanor, including effective communication and writing skills, appropriate behavior and etiquette, professional attire, commitment, attendance, active participation, documentation, and reporting, among other professional competencies.

002ESADD2   Evidence Synthesis and Dissemination   2 Cr.

This course enables students to integrate knowledge, approaches, methods, values, and potential contributions from multiple professions, sectors, and systems in addressing public health problems. Additionally, it seeks to equip students with the skills to synthesize evidence to inform policymakers and the public, facilitating rational policymaking and people's expectations.

002CHSSD3   Comparative Health Systems   3CR.

This course introduces students to systems analysis and assists them in understanding health systems and health economics concepts, including market mechanisms and social coverage. It teaches relevant theories and methods to assess health system performance, enabling students to conduct a critical analysis of the health system and play a leading role in introducing change. Additionally, it introduces students to contemporary debates around health systems, including the concepts of universal health coverage and primary healthcare. Throughout the course, students are expected to gain knowledge in systems thinking and understand the complexity of health systems, along with the challenges to deliver equitably accessible health services of good quality.

002ISHHD3   Information Systems and E-Health   3 Cr.

This course introduces students to useful principles of nomenclature and related vocabulary in Public Health Informatics, along with a review of informatics applications in healthcare within the public domain. Through literature reviews and case studies, participants will gain in-depth knowledge of Big Data applications in healthcare, approaches to developing Public Health Information Systems, and practices for implementing Electronic Medical Records as part of the concept of the Digital Hospital.

002LAMMD3   Leadership and Management   2 Cr.

This course is designed to teach students how to effectively run public health organizations and motivate their teams. It focuses on the cultivation of skills in managing these entities while fostering leadership abilities to inspire and empower personnel within such settings.

Throughout the course, emphasis is placed on utilizing organizational behavior and theories to explore critical management concepts. These encompass a broad spectrum of topics, including managerial functions, activities, and skill sets pivotal in the development and implementation of public health initiatives. Additionally, the course delves into understanding the organizational frameworks within the realm of public health and the practical application of management proficiencies in real-world scenarios.

002RPWWD2	Research Proposal Writing	2 Cr.

This course introduces students to the main components of a project proposal. They will start drafting their doctoral project proposals with the mentoring of their respective thesis supervisors as assigned by the faculty.

002VBHCD4	Value-Based Healthcare	2 Cr.

This course introduces value-based healthcare (VBC) as a concept where value is the main outcome sought through healthcare delivery. While the focus of VBC is on the value to individuals receiving care, it also aims to benefit society, payers, providers, and suppliers. Students also explore how to define patient outcomes, including patient satisfaction, and develop appropriate methods to measure these outcomes. Additionally, a bottom-up framework for assessing effectiveness, equity, and efficiency is used to structure the approach to diverse outcomes, including quality of care. The course examines the development of hospital and healthcare system performance in the real world, and how linkages to rewards and reimbursement types may incentivize improvement. Emphasizing real-world experiences, the course highlights the importance of critical thinking in developing appropriate and sustainable VBC within healthcare systems.

002HRAED	Human Rights and Ethics	2 Cr.

This seminar is divided into two modules as it addresses a range of issues in public health ethics and bioethics, as well as research ethics. It introduces ethical frameworks and concepts relevant to each of the two modules. Students will use a case-based approach to address ethical dilemmas. This seminar is designed to:
– Stimulate students' moral imagination;
– Improve students' ability to recognize ethical issues in public health practice and research;
– Develop analytic skills for managing ethical ambiguity;
– Elicit a sense of ethical obligation and responsibility for work in public health;
– Teach principles of research ethics that should be applied during the research that is part of the doctorate, as well as any future practice-based research.

002PUOSD2	Production and Use of Strategic Intelligence	2 Cr.

This seminar builds on previous courses, particularly the core course on governance and leadership.
It is divided into two modules:
The first module focuses on research and evidence. It covers types of research questions and types of research. Additionally, it addresses different modalities of generating evidence and the hierarchy of evidence.
The second module is on strategic intelligence.

002DTCCD3	Health Technology	2 Cr.

This course explores the impact of health technologies and advances in healthcare, which have generated remarkable advances in recent decades. The proliferation of healthcare technology and its expanding uses have contributed to growing healthcare costs, although this relationship is variable, complex, and evolving. The adoption and use of technologies have been stimulated by patient and physician incentives to seek potential health benefits with limited regard to cost, third-party payment, provider competition, effective marketing of technologies, and consumer awareness. Consequently, the question of which healthcare interventions deliver value for money has become vital. Economic evaluations of healthcare interventions address this question and inform the optimal allocation of healthcare resources.
This course enables students to better understand the complexity and challenges of health technologies and innovations in healthcare and their impact on the healthcare system. It presents tools to assess key questions regarding the introduction and adoption of new technologies to make informed decisions where budgetary and security constraints must be reconciled.

002PCHCD3	UHC People-Centered Healthcare	2 Cr.

This course introduces concepts related to people-centered care, integrated health services, and Universal Health Coverage (UHC). Global commitments to UHC have constituted a major new push towards health systems development. A renewed commitment to primary healthcare further strengthens the foundations for people-centered and integrated services, reaffirming directions established over 30 years ago with the Alma Ata

Declaration. The World Health Report 2008 Primary Health Care: Now More Than Ever argued that countries that focus on the principles of primary care have better chances of improving health outcomes, reducing inequities, and responding to social expectations. It also called for the mobilization of people-centered care as a component for improved primary healthcare systems and outcomes. In addition, the World Health Assembly affirmed in 2009 [WHR 62/8] that putting people at the center of care is a priority to achieve continuity and integration within a primary care setting.

People-centered healthcare (PPC) is a concept where value is the main outcome sought through healthcare delivery to individuals and communities, as well as to various stakeholders and providers. This course will explore the concepts associated with PPC and will attempt to define the proposed strategies and anticipated stages for implementation, as well as for monitoring and evaluation of PPC programs. It will discuss the evolution of the primary healthcare system in Lebanon as one of the models for integrated healthcare services.

002ECFLD1	Effective Communication for Leaders	2 Cr.

This course aims to establish a foundation and basic understanding of the characteristics that distinguish successful leaders from ordinary managers. It explores fundamental perspectives on leadership, both as a person and as a practice. It also addresses the impact of leadership on team building and employee engagement.

002PDAED3	Program Design and Evaluation	2 Cr.

This seminar introduces students to the concepts and methods of public health program design and evaluation. Students develop skills for assessing community needs for the development of health programs. The seminar then covers program design, including the development of measurable objectives. It aims to build skills in basic data analysis, interpretation, demand, and use, as well as the understanding of the role of data and research in decision-making.

002ADVOD4	Advocacy and Community Mobilization	2 Cr.

This course enables students to analyze the influence of different stakeholders and interest groups (governmental, private sector, and civil society) on public health policy formation and implementation. Additionally, it determines which advocacy strategies and lobbying tactics are most appropriate to influence different actors and interest groups' positions regarding public health policy in various contexts.

002THEAD1	Thesis 1	15 Cr.

002THEBD2	Thesis 2	10 Cr.

002THECD3	Thesis 3	10 Cr.

002THEDD4	Thesis 4	25 Cr.

002THEED5	Thesis 5	30 Cr.

002THEFD6	Thesis 6	30 Cr.

The above teaching units refer to doctoral thesis work under the supervision of doctoral thesis directors. This work includes the preparation of the thesis project, its submission to the ethics committee, data collection, follow-up meetings with thesis supervisors, as well as the writing of the manuscript and its final submission and presentation.

002PRACD2	Practicum 1	10 Cr.

002PRABD3	Practicum 2	10 Cr.

This teaching unit refers to the practicum that doctoral candidates are required to complete at an internship site during their second and third semesters. The practicum is supervised by a practicum preceptor who introduces the candidate to the mission, functions, and operations of the practicum site. Preceptors help candidates in understanding the relationship of the site with different stakeholders and the public. The choice of the practicum site must align with the specialty chosen by the candidate.