

**Specialties:**

- Leadership in Global Health
- Health Management and Policies
- Health Promotion and Education
- Epidemiology and Biostatistics
- Environment and Health

**Main Language of Instruction:**

French  English  Arabic

**Campus Where the Program Is Offered:** CSM

**OBJECTIVES**

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The objectives of the program are the following:

1. Respond 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. Produce transformative academic and practice leaders with advanced research expertise to perform and evaluate evidence-based public health practice.
3. Equip 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. Develop 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)**

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1. Produce and analyze data, synthesize, and translate findings; and generate practice-based evidence that advances programs, policies, services, and systems addressing population health.
2. Influence policy formulation and implementation to improve public health using scientific knowledge, analysis, communication, and consensus-building.
3. Assess and use communication strategies across diverse audiences that inform and influence individual, organization, community, and policy actions, to enhance public health services and outcomes.
4. Promote a whole of society and assist the health authority, different partners, and the community to prepare for and respond to climate change and health emergencies.
5. Capacitate institutions and empower 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. Identify, analyze, and solve ethical issues, and act on the values of social justice and human rights in public health research and practice.

**ADMISSION REQUIREMENTS**

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Candidates are selected following the study of their file. The conditions for admission are:

- A master's degree or equivalent in a health discipline, environment, economics, management, education, natural sciences, other social sciences, or humanities;
- 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.

## PROGRAM REQUIREMENTS

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### Required courses (180 credits)

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.), Dissertation I (15 Cr.), Dissertation II (10 Cr.), Dissertation III (10 Cr.), Dissertation IV (25 Cr.), Dissertation V (30 Cr.), Dissertation VI (30 Cr.) Practicum I (10 Cr.), Practicum II (10 Cr.)..

### SUGGESTED STUDY PLAN

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#### Semester 1

Code	Course Name	Credits
002GAHLD1	Governance and Health Leadership	3
002SDRMD1	Study Design and Research Methods	6
002HREED1	Human Rights and Ethics	2
002ECFLD1	Effective Communication for Leaders	2
002THEAD1	Dissertation I	15
	<b>Total</b>	<b>28</b>

#### 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 I	10
002EPPED5	Dissertation II	10
	<b>Total</b>	<b>30</b>

#### Semester 3

Code	Course Name	Credits
002CHSSD3	Comparative Health Systems	3
002LAMMD3	Leadership and Management	2
002DTCCD3	Health Technology	2
002ISHHD3	Information Systems and E-Health	3
002PRABD3	Practicum II	10
002THECD3	Dissertation III	10
	<b>Total</b>	<b>30</b>

#### 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	Dissertation IV	25
	<b>Total</b>	<b>32</b>

#### Semester 5

Code	Course Name	Credits
002THEED5	Dissertation V	30
	<b>Total</b>	<b>30</b>

#### Semester 6

Code	Course Name	Credits
002THEFD6	Dissertation VI	30
	<b>Total</b>	<b>30</b>

### COURSE DESCRIPTION

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

The course introduces students to the concept of governance and its importance in health as it is one of the building blocks of any health system and is defined as “the art and science of steering a health system to achieve expected results by using resources in the most efficient way.” The course assists students in understanding the theory and practice of governance in the health sector, what does governance at different levels mean, how these levels are interrelated, how this operates in the real world, what are the implications of the existing challenges in HSG to achieving change and represent issues among the key questions that will be explored in this course. Good Governance in health is not about how policymaking is taking place; it is about how to make better policymaking by improving the quality of policymaking/decision-making.

#### **002RPPD2 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 developing 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.

#### **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 to find scientific evidence for the purposes of informing or explaining health policy development. It also enables students to be critical consumers of health policy research and media coverage of health policy issues. Discussions include case studies application including 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 and responding to multi hazard global threats. The course assists students in understanding the theory and practice of multilateralism and its dysfunction to respond to serious challenges, whether in the event of acute emergencies such as COVID 19, or in facing long-term effects like climate change. The course also

introduces multilateral organizations such as WHO, other UN agencies, the World Bank and other Bretton Woods institutions. Students will also become familiar with international conventions and treaties, gaining insight into their formulation, global adoption, and compliance issues at the national level.

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

This course extends the capacity of PhD candidates to produce applied and theoretical knowledge pertaining to organization, social and enterprise transformation with emphasis on developing the human potential. The course aims at providing the candidates with conceptual and behavioral skills to tackle the complexity, uncertainty, and celerity of changing environments to nurture the human potential. The objective is to adjoin the academic development of candidates with a conceptual framework to assess the dynamics of systemic transformations and provide them with appropriate techniques for transformative learning and knowledge creation. The material is taught from the perspective that candidates are or will be stakeholders in sustainable transformative actions. In keeping with the values of Jesuit education, particularly the thriving for excellence, pursuing discernment and justice, critical thought, and the development of the whole person, candidates will be accompanied to experiment in real life situations. They will therefore be expected to acquire and demonstrate a professional posture such as professional communication and writing, measured behavior and manners, professional attire, commitment, attendance, engagement, filing and reporting, etc.

**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. Students also learn to synthesize evidence to inform policy makers and the public to rationalize policy making and people's expectations.

**002CHSSD3 Comparative Health Systems 3 Cr.**

This course introduces students to system 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 systems performance. It enables students to conduct a critical analysis of the health system and play a leading role in introducing change. It introduces them to contemporary debates around health systems and the concepts of universal health coverage and primary healthcare. Students are expected to gain knowledge in systems thinking and understand the complexity of health systems and the challenges to deliver equitably accessible health services of good quality.

**002ISHHD3 Information Systems and E-Health 3 Cr.**

The course's objective is to introduce learners to useful principles of nomenclatures and related vocabulary in Public Health Informatics with a review of informatics applications in healthcare in the public domain. Through literature reviews and case studies, the participants will acquire deep knowledge in big data in healthcare, approaches in creating a Public Health Information Systems, practices in implementing electronic medical record as part of the notion of the digital hospital.

**002LAMMD3 Leadership and Management 2 Cr.**

The Leadership and Management course focuses on teaching students how to effectively run public health organizations and inspire their teams. It focuses on cultivating adeptness 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 comprehending 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.**

Students will be introduced to the main components of a project proposal. They will start writing their PhD project proposal with the mentoring of the respective thesis supervisors assigned by the faculty.

<b>002VBHCD4</b>	<b>Value-Based Healthcare</b>	<b>2 Cr.</b>
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This course introduces value-based healthcare (VBC) as a concept where value is the main outcome sought through healthcare delivery. While value to persons receiving care is at the core of VBC, it also intends to benefit society, payers, providers and suppliers. We will also explore how to define patient outcomes, including patient satisfaction, and develop appropriate methods to measure these. A bottom-up framework for assessing effectiveness, equity and efficiency will also be used to structure the approach to diverse outcomes, including quality of care. We will examine how hospital and health system performance has developed and been used in the real-world, and how linkages to rewards and reimbursement types may incentivize improvement. The course emphasizes real-world experiences and the necessity of critical thinking in developing appropriate and sustainable VBC from within health systems.

<b>002HRAED</b>	<b>Human Rights and Ethics</b>	<b>2 Cr.</b>
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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. The seminar 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 our work in public health
- Teach principles of research ethics that should be applied during the research that is part of the PhD as well as any future practice-based research

<b>002PUOSD2</b>	<b>Production and Use of Strategic Intelligence</b>	<b>2 Cr.</b>
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This seminar builds on previous courses, in particular the Governance and Leadership course. This seminar is divided into two modules: The first is about research and evidence, it focuses on types of research questions and types of research. Besides, it handles different modalities of generating evidence and the hierarchy of evidence; and the second module is on strategic intelligence.

<b>002DTCCD3</b>	<b>Health Technology</b>	<b>2 Cr.</b>
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Health technologies have generated remarkable advances in healthcare during last decades. In recent years, innovations in a variety of areas have helped to improve healthcare delivery and patient outcomes. Thus, the proliferation of healthcare technology and its expanding uses have contributed to growing healthcare costs. However, this relationship is variable, complex, and evolving. The adoption and use of technologies have been stimulated by patient and physician incentives to seek any potential health benefit with limited regard to cost, and by third-party payment, provider competition, effective marketing of technologies, and consumer awareness. As a result, the question of whether healthcare interventions deliver value for money has become vital. Economic evaluations of healthcare interventions address this question, and are used to inform the optimal allocation of healthcare resources.

This course enables students to better understand the complexity and challenges of health technologies and innovations in the field of healthcare and the impact of innovative technologies on the healthcare system. It presents tools to assess key questions of introduction and adoption of new technologies to make informed decisions where budgetary and security constraints must be reconciled.

<b>002PCHCD3</b>	<b>UHC People-Centered Healthcare</b>	<b>2 Cr.</b>
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This course introduces the concepts related to people-centered care, integrated health services and universal health coverage. Global commitments to UHC have constituted a major new push towards health system 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 the various stakeholders and providers. This course explores the concepts associated with PPC and attempts to define the strategies proposed and the anticipated stages anticipated for implementation as well as for monitoring and evaluating PPC programs. The course discusses the evolution of the primary healthcare system in Lebanon as one of the models for integrated healthcare services.

<b>002ECFLD1</b>	<b>Effective Communication for Leaders</b>	<b>2 Cr.</b>
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The program scope aims to establish a foundation and basic understanding of the characteristics that distinguish successful leaders from ordinary managers. It explores fundamental perspectives on leadership, as a person and as a practice. It also addresses the impact of leadership on team building and employee engagement.

<b>002PDAED3</b>	<b>Program Design and Evaluation</b>	<b>2 Cr.</b>
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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 developing 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.

<b>002ADVOD4</b>	<b>Advocacy and Community Mobilization</b>	<b>2CR.</b>
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This course enables students to analyze the influence of different stakeholder and interest groups (governmental, private sector, and civil society), on public health policy formation and implementation. In addition, it determines which advocacy strategies and lobbying tactics are most appropriate to influence different actors and interest groups positions regarding public health policy in different contexts.

<b>002THEAD1</b>	<b>Dissertation I</b>	<b>15 Cr.</b>
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<b>002THEBD2</b>	<b>Dissertation II</b>	<b>10 Cr.</b>
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<b>002THECD3</b>	<b>Dissertation III</b>	<b>10 Cr.</b>
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<b>002THEDD4</b>	<b>Dissertation IV</b>	<b>25 Cr.</b>
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<b>002THEED5</b>	<b>Dissertation V</b>	<b>30 Cr.</b>
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<b>002THEFD6</b>	<b>Dissertation VI</b>	<b>30 Cr.</b>
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The above courses refer to the doctoral dissertation work under the PhD dissertation directors' supervision. This work includes the preparation of the dissertation project, its submission to the Ethics Committee, the data collection, the follow-up meetings with the dissertation supervisors in addition to the writing of the manuscript and its final submission and presentation.

<b>002PRACD2</b>	<b>Practicum I</b>	<b>10 Cr.</b>
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<b>002PRABD3</b>	<b>Practicum II</b>	<b>10 Cr.</b>
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This course refers to the practicum PhD candidates must do in an internship site during their second and third semesters. This practicum will be under the supervision of a practicum preceptor who introduces the candidate to the practicum site's mission, functions, and operations. Preceptors help candidates understand the relationship of the site with the different stakeholders and the public. The practicum site choice must be in accordance with the specialty chosen by the candidate.