The Nossal Institute
Global Health Short Course Guide 2019
The Nossal Institute for Global Health coordinates postgraduate-level global health courses which are also elective subjects within the Masters of Public Health program of the Melbourne School of Population and Global Health of the University of Melbourne. These subjects can be taken for academic credit with assessment through enrolment at the University of Melbourne, or as short courses for professional development.

Drawing on the applied expertise of the Nossal Institute our short courses incorporate current theory in global health and development, the most recent research, and skills development for careers in global health. Our courses utilise real world examples and case studies from low, middle and high income countries, particularly from countries in Asia and the Pacific, and explore how different levels of development impact upon health systems and health outcomes. All short courses involve five days of face to face participation run in block mode (with the exception of Primary Health Care in Jamkhed, India).

Subjects to be offered in 2019 include:

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Through prior consultation with course coordinators, particular courses can be tailored to include country-specific examples and challenges, and can also be delivered in host countries for groups of 20 students or more. Additional costs apply for tailoring and delivering short courses abroad.

Please contact A/Prof Linda Bennett, Head of the Education and Learning Unit for further information regarding customised short courses.
Staff Profiles

**Professor Barbara McPake**, Director of the Nossal Institute for Global Health, is an expert in health systems strengthening. Barbara has made a significant contribution to the training of the next generation of health system economists and is the principle author of Health Economics: An International Perspective (Routledge, 2013), the leading text in health economics for international application. Barbara has worked extensively across the globe, including Asia-Pacific, Africa and Latin America. Barbara teaches into *Comparative Health Systems*.

**Associate Professor Linda Bennett** is Head of the Education and Learning Unit at the Nossal Institute and a medical anthropologist who focuses on reproductive and sexual health and rights, gender based violence, and gendered health inequities. Linda is the leading social science researcher on sexual and reproductive health in Indonesia, and has extensive experience working elsewhere across South East Asia, the Pacific and with Australian CALD communities. Her most recent edited book is *Sex and Sexualities in Contemporary Indonesia: Sexual Politics, Health, Diversity and Representations* (Routledge, 2015), which was translated into Indonesian (*Sexualities di Indonesia*) in 2018. Linda co-coordinates *Global Challenges in Adolescent Health* and teaches into *Non Communicable Disease and Global Health, HIV and AIDS: An Evolving Global Response, and Global Health and Human Rights*.

**Nicole Turner** is a consultant with the Nossal Institute, and an expert in harm reduction and HIV; gender; youth; child protection; and mental health. Prior to joining the Nossal Institute, Nicole worked for Victoria Police coordinating their mental health training. She has managed capacity building projects in Timor-Leste and facilitated harm reduction and child protection workshops in Vietnam and Malaysia. Nicole co-coordinates *Global Adolescent Health and Global Health and Human Rights*, and teaches into *HIV & AIDS: An Evolving Global Response*.

**Dr Matthew Reeve** is a Technical Advisor with the Maternal, Sexual and Reproductive Health Unit at the Nossal Institute. He is a health programs specialist and focuses on monitoring and evaluation; health program design; harm reduction among HIV high risk groups; and maternal and child health. Matt’s teaching and training facilitates public health professionals, government, and non-government staff to acquire the knowledge and skills to design health programs and advocate for policy change. Matt coordinates *Health Program Design and Implementation* and *Primary Health Care and Global Health*.

**Dr Prabhathi Basnayake** is a Technical Advisor with the Health Systems and Governance Unit at the Nossal Institute. Prabhathi is a medical anthropologist and public health expert whose research interests include migration and migrant communities; identity; culture and health care seeking behaviour; cross-cultural research; and health systems governance and financing studies. Prabathi coordinates *Primary Health Care in Jamkhed, India*, co-coordinates *Global Health and Human Rights*, and teaches into *Primary Health Care and Global Health*. 
Sam Byfield is an associate of the Nossal Institute and has worked in global health for over a decade across both government and civil society. He is currently Manager of International Engagement with Victoria’s Department of Health and Human Services where his focus is on building partnerships between Victoria’s health sector and international counterparts. Sam coordinates Non Communicable Disease and Global Health.

Dr Nicholas Thomson is a Research Fellow with the Health Systems and Governance Unit at the Nossal Institute. Nick is an expert in the intersection of law enforcement and public health, and spent 12 years as Field Director of Research for Johns Hopkins School of Public Health before taking up his current position. He is currently pursuing the issue of enhanced collaboration between law enforcement and public health, and is Editor of a 2019 Lancet Series “The Intersection of Security and Health: Towards Public Health Armies”. Nick coordinates Law Enforcement and Public Health.

Dr Alison Morgan is Head of the Maternal, Sexual and Reproductive Health Unit at the Nossal Institute. Alison is a health systems expert, focussing on the quality of maternal health services in low and middle-income countries. She has more than 25 years’ experience in global health research and practice, and has worked in 14 countries across Africa, Asia and the Pacific. Alison co-coordinates Comparative Health Systems and teaches into Global Child Health, Global Health and Human Rights and Primary Health Care and Global Health.

Katherine Gilbert is a Senior Technical Advisor in the Health Systems and Governance Unit at the Nossal Institute. Katherine is a health policy expert with a particular interest in sexual and reproductive rights and health systems. She has worked across the Pacific, North America, and in the Caribbean where she was an Aid Policy Advisor to former US President Bill Clinton during his time as UN Special Envoy to Haiti. Katherine co-coordinates Global Health and Human Rights and teaches into Global Child Health and Primary Health Care and Global Health.

Associate Professor Grant Blashki has been a practicing GP for 25 years and is the Lead Clinical Advisor for Beyond Blue. Grant’s research is focused around three themes: general practice/primary care; sustainability; and mental health. His previous roles include Board Director of the Australian Conservation Foundation, mentor in the Al Gore Climate Leadership Project, and co-founder of Doctors for the Environment Australia. Grant coordinates Planetary and Global Health and teaches into Global Health and Human Rights.
Staff Profiles

Brigitte Tenni is a Senior Technical Advisor in the Maternal Sexual and Reproductive Health Unit at the Nossal Institute. Brigitte is a public health practitioner with interest and expertise in HIV programming, capacity building, social research and monitoring and evaluation. Brigitte’s work focusses on sexual and reproductive health; HIV and hepatitis C; drug policy; advocacy; access to medicines; and the Greater Involvement of People Living with HIV and AIDS. She has worked extensively across the Asia Pacific region, including Thailand, Indonesia, and Cambodia. Brigitte coordinates HIV and AIDS: An Evolving Global Response and teaches into Global Health and Human Rights.

Dr Manjula Marella is a Research Fellow in the Disability Inclusion for Health and Development Unit. Manjula specialises in disability, with core expertise in developing and validating client-reported outcome measures using qualitative, quantitative and psychometric methods. She has lead major research projects throughout Asia and the Pacific including India, Bangladesh, Cambodia, Philippines, Fiji, and Vanuatu. Her research informs disability inclusive programs in public health, inclusive education, rehabilitation, and post-disaster response and recovery. Manjula co-coordinates Disability and Global Development.

Dr Alex Robinson is Head of the Disability Inclusion for Health and Development Unit with an interest in development programming and information access and content in disaster risk reduction and prevention. He has worked in emergency response and recovery programs in Indonesia, Haiti, the Philippines and Nepal, and is co-founder of the Disability Inclusive Disaster Risk Reduction Network. Alex co-coordinates Disability and Global Development and teaches into Global Health and Human Rights.

Prarthna Dayal is a Senior Technical Advisor in the Maternal, Sexual and Reproductive Health Unit at the Nossal Institute. Prarthna specialises in the areas of health systems strengthening and maternal, neonatal and child health policy, primarily in India and Indonesia. Prior to joining the Nossal Institute, Prarthna was with the Health, Nutrition and Population Unit at the World Bank in New Delhi. Prarthna coordinates Global Child Health and teaches into Comparative Health Systems.
Global Challenges in Adolescent Health

OVERVIEW
Adolescence is a period of growth and opportunity, and can also be a time of social risk and developmental vulnerability. This course focuses on four key health issues of global significance for young people: sexual and reproductive health; mental health - including suicide prevention; alcohol and substance use; and violence. The course explores the extent, impact, causes and responses to these issues across different cultures and in societies characterised by varied levels of economic development. In examining these key health concerns, the course engages with cross-cutting issues shaping adolescent health and wellbeing globally such as: inequity; disability and inclusion; displacement; and gender identities and relations. The course takes a strengths-based approach that identifies the exceptional opportunities that adolescence represents for the adoption of positive behaviours and lifestyles that can lead to life-long health benefits, whilst also interrogating the key health challenges faced by young people and their communities. This course is delivered in a highly interactive format, with a combined focus on knowledge acquisition, critical thinking and skills development. The course is coordinated and delivered by a team of internationally recognised experts in adolescent health, who draw on contemporary case studies and research to ground the course content and skills development in real world contexts.

INTENDED LEARNING OUTCOMES
On completion of this course, participants should be able to:

- Appraise the extent, impact and causes of, and responses to, key adolescent health challenges and opportunities globally;
- Critique key conceptual frameworks used to theorise adolescence, adolescent health, and inequalities in adolescent health shaped by gender, culture, socio-economic status, and varying levels of development;
- Demonstrate skills for effectively engaging young people through youth-friendly health services and programs designed to promote adolescent health;
- Examine the causes, extent, impact and solutions to specific case studies in adolescent health using the conceptual frameworks introduced in the course;
- Develop an intervention plan aimed at preventing or responding to a key adolescent health issue in a specific cultural context.

PRESCRIBED TEXTS
A set of readings and resources will be made available prior to the course commencing, via the University of Melbourne’s online Learning Management System (LMS).

TO APPLY
Visit the Nossal Institute website on the link: http://go.unimelb.edu.au/cek6

SUBJECT CODE POPH90087
SUBJECT COORDINATOR A/Prof Linda Bennett and Nicole Turner
CONTACT lbennett@unimelb.edu.au
nicole.turner@unimelb.edu.au
VENUE Parkville Campus
CONTACT HOURS 30 hours over five days, 9.00am-5.00pm
DATES 11 – 15 February 2019
FEES AU $1,500
Health Program Design and Implementation

OVERVIEW

An increasing global focus on program effectiveness and efficiency has brought renewed attention to the role of evidence in designing and implementing health programs. Participants will engage with the discipline of implementation science, and will investigate a range of current theories and approaches to program design, including: Theory of Change; program logic models; logical frameworks; complexity theory; behaviour change theories; emergent design; participatory/co-design approaches; and approaches to scale-up.

Facilitated by experts with applied field experience in program design and implementation in Australia and other global contexts, participants will learn via practical, staged exercises to draft strategic program plans. A range of case studies on current health challenges and interventions will build participants’ knowledge and skills in evidence-based health program design and implementation. Cross-cutting issues in program design will also be considered and applied to case studies, particularly the issues of participation and inclusion. Participants will be asked to consider evidence requirements and real-world compromises in programmatic research and planning within Australian and other global settings. This course will equip participants with the knowledge and skills to operationalise their program design skills through best practice approaches to the development of work plans, budgets, risk assessments, risk management plans, and contracting.

INTENDED LEARNING OUTCOMES

On completion of this course, participants should be able to:

■ Synthesise and interpret evidence to guide development of a program design;
■ Apply current frameworks and theories to the development of program design;
■ Apply principles of inclusive design, and designing for sustainability, replicability and scalability;
■ Develop monitoring frameworks and systems that are integrated with the design process;
■ Develop risk management plans, budgets and work plans to guide program implementation.

PRESCRIBED TEXTS

A set of readings and resources will be made available prior to the course commencing, via the University of Melbourne’s online Learning Management System (LMS).

TO APPLY

Visit the Nossal Institute website on the link: http://go.unimelb.edu.au/2wd6

SUBJECT CODE
POPH90189

SUBJECT COORDINATOR
Dr Matthew Reeve

CONTACT
mreeve@unimelb.edu.au

VENUE
Parkville Campus

CONTACT HOURS
30 hours over five days, 9.00am-5.00pm

DATES
18 – 22 February, 2019

FEES
AU $1,500
Global Health and Human Rights

OVERVIEW
This interdisciplinary course provides a grounding for participants with a background or interest in public health on the normative content and interpretations of the right to health (and supporting rights). The course explores the principles and practical applications of a rights-based framework for the health needs of diverse population groups, including children, women, indigenous people, people with mental illness or disability, and refugees and asylum seekers. It engages with contemporary debates and critiques on the credibility, relevance and utility of human rights for health policy and program decisions. It also explores the confronting linkages between rights violations and health harms, as well as rights infringements that improve public health.

The conceptualisation of health as a human right can be traced through the formation of the United Nations, the World Health Organization Charter, and the Alma Ata Declaration on primary health care. More recently, it has underpinned social mobilisation for the rights of people living with HIV and AIDS, of people living with disabilities, and of GLBTI communities and individuals. This course draws on diverse case studies including issues such as: climate disruption; sexual and reproductive health; conflict and humanitarian emergencies; tobacco control; obesity; access to medicines; nuclear disarmament; and harmful practices. The course is facilitated by a team of recognised experts in different areas of human rights and health. It aims to demonstrate how rights considerations are relevant and can be useful in any sphere of health policy and practice, and inspire participants on the possibilities for further investigation, action and advocacy to advance both global health and human rights.

INTENDED LEARNING OUTCOMES
On completion of this course, participants should be able to:

- Apply the ethical and legal underpinnings of human rights concepts to diverse areas of public health in a global context;
- Interpret the relationships between human rights and health, demonstrating an appreciation of the potential for tensions between and need to balance competing rights;
- Analyse the human rights dimensions of public health needs and challenges in diverse contexts, and how these relate to: diverse population groups; different types of health conditions; and global issues with important planetary health implications;
- Evaluate different strategies for incorporating respect for human rights in research methodologies;
- Apply a consideration of and respect for human rights in the development, implementation and evaluation of public health policies, programs and practices;
- Demonstrate skills for advocating for public health approaches, policies and practices that are human rights enhancing.

PRESCRIBED TEXTS
A set of readings and resources will be made available prior to the course commencing, via the University of Melbourne’s online Learning Management System (LMS).

TO APPLY
Visit the Nossal Institute website on the link: http://go.unimelb.edu.au/hwd6
Non Communicable Disease and Global Health

OVERVIEW

Globally, non communicable diseases account for over two thirds of all deaths, and over half of disability adjusted life years. While non communicable diseases have sometimes been assumed to impact only on wealthy countries, they are in fact a major health and development challenge. Around 80 percent of non communicable disease-related deaths occur in low and middle income countries. Nations with the highest non communicable disease burden include some of Australia’s closest neighbours, particularly island states in the Pacific, where over 70 percent of mortality is now due to non communicable diseases. The growing non communicable disease burden is of critical importance to global health and development because it impacts on economic growth, increases levels of poverty, and leads to premature death. Non communicable diseases also have major social and fiscal implications for governments and communities.

In this course, participants will gain a practical understanding of the epidemiology, determinants, consequences and global health responses to the non communicable disease epidemic. The course promotes participants’ exploration of the nexus between non communicable diseases and disability, non communicable diseases and infectious diseases, and non communicable diseases within the broader public health and global development agenda. The course will contribute to enabling a new generation of public health professionals to address non communicable diseases through appropriate policy, programmatic and advocacy responses in Australia and globally.

INTENDED LEARNING OUTCOMES

On completion of this course, participants should be able to:

■ Appraise the major social, political, environmental, cultural and economic factors driving non communicable diseases in Australia and globally;

■ Describe the historical evolution of the non communicable disease epidemic;

■ Compare the current and forecasted burden of non communicable diseases globally and in different regions and countries;

■ Apply global, national and local strategies to address non communicable diseases;

■ Describe the relationship between non communicable diseases and equity, particularly with regards to gender, indigeneity and socio-economic status;

■ Distinguish between major global and regional non communicable disease stakeholders including governments, NGOs and intergovernmental bodies.

PRESCRIBED TEXTS

A set of readings and resources will be made available prior to the course commencing, via the University of Melbourne’s online Learning Management System (LMS).

TO APPLY

Visit the Nossal Institute website on the link: http://go.unimelb.edu.au/mwd6

SUBJECT CODE
POPH90247

SUBJECT COORDINATOR
Sam Byfield

CONTACT
byfield.s@unimelb.edu.au

VENUE
Parkville Campus

CONTACT HOURS
30 hours over five days, 9.00am-5.00pm

DATES
20 – 21, 24 – 26 June 2019

FEES
AU $1,500
Law Enforcement and Public Health

OVERVIEW
Law Enforcement and Public Health explores the multidimensional relationships that exist between the public health and public security sectors (including law enforcement, military and criminal justice and non-state actors). The course provides key examples of how the activities of the security sector are both enablers and disablers of public health imperatives. It identifies both challenges and opportunities for the promotion of public health in the law enforcement sector, depending on the course of action and how different elements of response are mobilised. During this intensive course, participants will develop an understanding of how to conceptualise and navigate the role of public security across a range of traditional and non-traditional public health challenges. Issues that are addressed include (but are not limited to): managing mental health in the community; responding to alcohol and drugs; disaster management and preparedness; violence prevention (family violence); infectious disease management; and global population migration and incarceration.

The delivery of the course involves presentations from experts across public health, public security and civil society, facilitated interactive discussions, and sessions of small group work. The course leads participants through a comprehensive exploration of the principles of partnership and opportunities for collaboration between the health and law enforcement sectors, as well as the implications this has for governance and resourcing at local, national and international levels.

INTENDED LEARNING OUTCOMES
On completion of this course, participants should be able to:

- Analyse security sector systems and policies in Australia and other countries, and their potential points of intersection with Australian and international public health systems;
- Appraise the opportunities and challenges for public health to engage with the public security sector in relation to issues including (but not limited to): alcohol and illicit drugs; mental health; indigenous health; the health of young people; infectious disease; and gender-based violence;
- Develop advocacy and communication strategies that address both the social determinants of health and the impact of public security, on public health and human rights;
- Analyse the critical governance needs that guide partnerships between public security and public health globally;
- Apply the principles of co-design, implementation and evaluation in respect to partnership projects and practices at the intersection of public security and public health;
- Apply classroom learnings to develop innovative and effective collaborative approaches in response to complex social health issues.

PRESCRIBED TEXTS
A set of readings and resources will be made available prior to the course commencing, via the University of Melbourne’s online Learning Management System (LMS).

TO APPLY
Visit the Nossal Institute website on the link: http://go.unimelb.edu.au/twd6

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<td>SUBJECT COORDINATOR</td>
<td>Dr Nick Thomson</td>
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<tr>
<td>CONTACT</td>
<td><a href="mailto:nicholast@unimelb.edu.au">nicholast@unimelb.edu.au</a></td>
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Comparative Health Systems

OVERVIEW
A thorough comprehension of the different institutions, structures and processes that constitute health systems globally provides a strong platform for further studies and varied career paths in population and global health. This course provides participants with the analytical frameworks to explore the social and political course is delivered by a cross-disciplinary team of experts working in health systems strengthening and analysis, and draws on contemporary research and examples from across Australia, the Asia-Pacific region and other global contexts. Participants will develop and apply skills in critical and comparative analysis of health systems in a range of countries and in settings with varied levels of socio-economic development.

Issues addressed in this course include, but may not be limited to: global disparities in health system expenditures and outcomes; the characteristics of different health financing systems; health system structures; health system reform and performance measurement; health system strengthening approaches and strategies; intergovernmental relations and development assistance for health; health workforce supply and policy; general practice and primary healthcare; complementary health systems and health system orientation for Indigenous peoples; and the multi-level policy processes that inform health system decision-making.

INTENDED LEARNING OUTCOMES
On completion of this course, participants should be able to:
- Analyse the institutions, structures and processes that constitute a health system;
- Contrast the key components of Australian and other regional and global health systems;
- Apply the tools and techniques of comparative health systems analysis;
- Analyse different processes of health system policy making and reform, with emphasis on improving equity in health outcomes.

PRESCRIBED TEXTS
A set of readings and resources will be made available prior to the course commencing, via the University of Melbourne’s online Learning Management System (LMS).

TO APPLY
Visit the Nossal Institute website on the link: http://go.unimelb.edu.au/7ek6
Planetary and Global Health

OVERVIEW
Improving global health in the long term requires a deep appreciation of the impact of environmental issues at local, national and global scales. To facilitate depth of learning, this course focuses on three key public health threats that require complex multidisciplinary solutions, which are: climate change; poor sanitation and water security; and nuclear weapons. Participants of this course will explore these interrelated planetary challenges, their profound implications for population health, and the demand for high level integrated problem solving in the coming decades. Participants will become familiar with and critique relevant policies and international agreements pertaining to environmental health. Participants will also learn to identify complex systems and barriers implicated in processes of responding to environmental challenges on global, national and local scales. This course involves interactive sessions and is facilitated by internationally recognised experts in this field.

INTENDED LEARNING OUTCOMES
On completion of this course, participants should be able to:

■ Appraise how human activities impact on planetary health, emphasising scientific principles and evidence regarding the impacts of climate change, nuclear energy, and water and sanitation on health;

■ Communicate global environmental health challenges and public health solutions to a variety of audiences;

■ Apply the conceptual framework of planetary health to identify challenges and develop solutions to contemporary environmental health issues;

■ Analyse the influence of health sector, government, business and media in developing and implementing solutions to environmental challenges;

■ Evaluate environmental health research and global environmental agreements, to demonstrate a critical understanding of how they inform environmental health programs and policy making.

PRESCRIBED TEXTS
A set of readings and resources will be made available prior to the course commencing, via the University of Melbourne’s online Learning Management System (LMS).

TO APPLY
Visit the Nossal Institute website on the link:
http://go.unimelb.edu.au/9ek6
HIV and AIDS: An Evolving Global Response

OVERVIEW

The HIV and AIDS pandemic is one of the most devastating in recorded history, with the majority of its burden falling on resource poor nations and vulnerable people. HIV and its routes of transmission present unique challenges to prevention, care, treatment and support for people living with HIV (PLHIV). To effectively address HIV, we must adopt inclusive and comprehensive approaches to health and engage a diversity of stakeholders, most importantly people directly affected by HIV. HIV encourages us to confront issues of inequity, poverty, gender, legal barriers, human rights, stigma and discrimination and technological advancements.

Facilitated by leading experts on HIV and AIDS, this course examines: the history of HIV & AIDS, epidemiology, science and impact of HIV and AIDS; prevention theory and practice; transmission and vulnerability; policy, law and HIV vulnerability; global advocacy; treatment and care; key populations vulnerable to HIV; and the cultural dimensions of HIV programming. Participants will be encouraged to share their experiences, and to convert new knowledge into practice through context-based group activities. Field visits for this course also provide key opportunities for participants to experience theoretical and evidence based approaches in practice, and provide a platform for critiquing HIV programs for key affected populations. The synergy between theory and practice offered by this course will equip participants with the practical tools to respond to the complex challenges of the global HIV pandemic in a new era of expanding treatments and prevention options.

INTENDED LEARNING OUTCOMES

On completion of this course, participants should be able to:

■ Analyse the complex and multi-sectoral arguments relating to HIV and AIDS prevention, treatment and care in global context;
■ Critically reflect on the current political, economic, legal, social and cultural issues relating to HIV and AIDS globally;
■ Apply theory and knowledge of HIV and AIDS to realistic, community-based scenarios;
■ Critique the appropriateness and effectiveness of select HIV prevention programs being delivered locally, regionally and globally;
■ Appraise effective program responses to HIV vulnerability in key affected populations such as sex workers, transgendered people, men who have sex with men, people who inject drugs, and women.

PRESCRIBED TEXTS

A set of readings and resources will be made available prior to the course commencing, via the University of Melbourne’s online Learning Management System (LMS).

TO APPLY

Visit the Nossal Institute website on the link: http://go.unimelb.edu.au/owd6

SUBJECT CODE: POPH90190
SUBJECT COORDINATOR: Ms Brigitte Tenni
CONTACT: btenni@unimelb.edu.au
VENUE: Parkville Campus
CONTACT HOURS: 30 hours over five days, 9.00am-5.00pm
DATES: 8, 22 August, 5, 12, 19 September 2019
FEES: AU $1,500
OVERVIEW

The 1978 Alma Ata Declaration was a watershed moment in the development of health systems globally, influencing the evolution of primary health care (PHC) and global development practice to the present day. This course will cover the principles and practice of community-based PHC with particular focus on resource-poor settings, whilst also considering the broader influence of PHC across health systems. Engaging with the history, principles and key elements of PHC, participants will examine the various roles of community health groups and workers; PHC approaches to disease control; trends in global development for health; the role of global agencies and local health systems; and the current demographic and epidemiological trends affecting PHC. Drawing on global case studies and experience presented by experts with extensive field experience across Africa, Asia and Oceania, participants will acquire a comprehensive understanding of the theory and practice of individual and community participation in PHC, as well as integrated, multi-sectoral and equity approaches to health. Participants will develop the skills and strategies to critically examine PHC approaches and program design, and the current health and health system trends influencing community-based PHC globally.

This course is an Australia-based alternative to POPH90137 “Primary Health Care in Jamkhed, India”.

INTENDED LEARNING OUTCOMES

On completion of this course, participants should be able to:

- Apply the core principles and elements of successful primary health care in resource-constrained settings to health program design;
- Develop systems-oriented strategies for improving primary health care using at least two frameworks for understanding health systems in resource-constrained settings;
- Describe the important contributions and roles of community health workers in the delivery of primary health care within resource-constrained communities;
- Analyse the role of global aid and development agencies and donors in the planning, delivery and evaluation of primary health care services in resource-constrained settings;
- Critique options for resourcing primary health care, including at least two financing models appropriate to resource-constrained settings;
- Describe the role of community knowledge, attitudes and practices in primary health care, and how these can be assessed and incorporated into programs.

PRESCRIBED TEXTS

A set of readings and resources will be made available prior to the course commencing, via the University of Melbourne’s online Learning Management System (LMS).

TO APPLY

Visit the Nossal Institute website on the link: http://go.unimelb.edu.au/cd96
Disability and Global Development

OVERVIEW
Disability inclusion has recently emerged as a priority in global development. This reflects growing global concern over extreme poverty, poor health outcomes and inequity, alongside the understanding that many health and development interventions are not reaching those most excluded or most at-risk. This course equips participants to critically analyse barriers to participation in contemporary health and development practice, so that they will better understand the imperative and complexity of inclusion. Drawing on real-world case studies and practitioner experience, which includes both people with and without disabilities, this course explores key issues concerning disability measurement and investigates the correlates of disability, rights, health and well-being.

Experts in the field of disability inclusion present contemporary examples of development practice to demonstrate the challenges of, and opportunities for, ensuring inclusion across multiple sectors, including: health; employment; education; and disaster risk reduction. Participants who undertake this course will develop skills and strategies to advance solutions relating to poverty elimination, empowerment and participation in their current and/or future work.

INTENDED LEARNING OUTCOMES:
On completion of this course, participants should be able to:
- Critique key models of disability and how approaches to disability in development have evolved over time;
- Analyse emerging challenges and opportunities for disability inclusive development within contemporary global development frameworks and commitments;
- Appraise how key principles and approaches to disability inclusion are applied in select areas of contemporary development practice;
- Evaluate global development practices in terms of inclusion, accessibility and barriers to participation, for people with disability.

PRESCRIBED TEXTS
A set of readings and resources will be made available prior to the course commencing, via the University of Melbourne’s online Learning Management System (LMS).

TO APPLY
Visit the Nossal Institute website on the link: http://go.unimelb.edu.au/kek6

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<tr>
<td>SUBJECT COORDINATOR</td>
<td>Dr Manjula Marella and Dr Alex Robinson</td>
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<td>CONTACT</td>
<td><a href="mailto:alex.robinson@unimelb.edu.au">alex.robinson@unimelb.edu.au</a></td>
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<tr>
<td>VENUE</td>
<td>Parkville Campus</td>
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<tr>
<td>CONTACT HOURS</td>
<td>30 hours over five days, 9.00am-5.00pm</td>
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<tr>
<td>DATES</td>
<td>30 September – 4 October 2019</td>
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<tr>
<td>FEES</td>
<td>AU $1,500</td>
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Global Child Health

OVERVIEW
This course provides an overview and practical guidelines to address child health issues among disadvantaged populations and in low resources settings. Key issues addressed include: acute respiratory illness, diarrhoea diseases, perinatal conditions, nutritional deficiencies, and communicable diseases. These issues are investigated from the perspectives of public health practice in a range of countries that represent different levels of economic development.

The course highlights the lifecycle approach to understanding child health, which acknowledges the role of inter-generational health status and other socio-environmental influences in the different stages of development. Participants will develop an understanding of how child health is shaped by key associations such as the health of the mother and the role of the family. They will also consider how global development frameworks and country level health systems influence child health. Participants will develop an understanding of how child health is shaped by key associations such as the health of the mother and the role of the family; but also, global development frameworks and country level health systems. In this course, participants will develop the skills to critically analyse and appraise recent research into child health and child health programming efforts seeking to achieve global development and health goals.

INTENDED LEARNING OUTCOMES:
On completion of this course, participants should be able to:

■ Appraise the extent, impact, causes of, and responses to, key child health challenges globally;
■ Critique inequities in global child health, and how such inequities are shaped by broader social, cultural, economic and environmental factors;
■ Analyse the importance of the life-cycle approach to child health;
■ Identify current conceptual frameworks guiding child health programming globally, including the promotion of child development and child human rights;
■ Assess the influence of country level health systems, and global frameworks and institutions on child health programming;
■ Critique current peer-reviewed literature and child health programming using the conceptual frameworks introduced in the course.

PRESCRIBED TEXTS
A set of readings and resources will be made available prior to the course commencing, via the University of Melbourne’s online Learning Management System (LMS).

TO APPLY
Visit the Nossal Institute website on the link: http://go.unimelb.edu.au/3ek6

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<tr>
<th>SUBJECT CODE</th>
<th>POPH90086</th>
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<tbody>
<tr>
<td>SUBJECT COORDINATOR</td>
<td>Ms Prarthna Dayal</td>
</tr>
<tr>
<td>CONTACT</td>
<td><a href="mailto:pdayal@unimelb.edu.au">pdayal@unimelb.edu.au</a></td>
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<td>VENUE</td>
<td>Parkville Campus</td>
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<td>CONTACT HOURS</td>
<td>30 hours over five days, 9.00am-5.00pm</td>
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<td>DATES</td>
<td>28 October – 1 November 2019</td>
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Primary Health Care in Jamkhed, India

OVERVIEW

The Comprehensive Rural Health Project (CRHP) in Jamkhed, India has won global acclaim and provided inspiration for the seminal Declaration of Alma Ata (1978). It remains one of the world’s most influential and innovative comprehensive community health and development programs. In this 3 week residential course, participants will learn about the Jamkhed Model while living in the resource-poor context of central Maharashtra, India. Participants will engage with and critically analyse the Jamkhed approach to community health and development via: field visits to villages and project sites; seminars and discussions with project staff, lay volunteers, local health and development professionals and researchers; and interactive observations and teaching with university staff.

Participants will gain a thorough understanding of the context and history of comprehensive primary health care as a movement, and its applications within the Indian context. Participants will acquire detailed knowledge of how the CRHP has applied a community-based, integrated multi-sectoral action, utilising a deep understanding of local culture and needs to address a wide range of issues. These include mortality and morbidity, poverty, gender inequity, and water and sanitation. Participants will learn how to apply these principles in the design of programs seeking to address a variety of global health problems and contexts.

INTENDED LEARNING OUTCOMES

On completion of this course, participants should be able to:

- Evaluate health organisations and systems utilising the principles of community-based primary health care as a framework;
- Analyse the role of participatory approaches in identifying and addressing health needs;
- Analyse the socio-cultural, economic and political determinants of health in rural India;
- Evaluate the Comprehensive Rural Health Project’s culturally embedded, multi-sectoral approach to health programming;
- Apply the Jamkhed model of community-based health programming to other global health settings.

PRESCRIBED TEXTS

A set of readings and resources will be made available prior to the course commencing, via the University of Melbourne’s online Learning Management System (LMS).

TO APPLY

Visit the Nossal Institute website on the link: http://go.unimelb.edu.au/mom6

SUBJECT CODE  POHP90137
SUBJECT COORDINATOR  Dr Prabhathi Basnayake
CONTACT  prabhathi.basnayke@unimelb.edu.au
VENUE  Comprehensive Rural Health Project, Jamkhed, Maharashtra, India
CONTACT HOURS  3-week residential course in India (approx. 80 contact hours) plus 30 hours of non-contact study
DATES  24 November – 14 December 2019
FEES  AU $2,500 course fee plus travel expenses