Universitetet i Bergen
Det medisinsk-odontologiske fakultet

Styresak: 99/14

Sak nr.: 2014/6887

Møte: 17.12.2014

Godkjenning av forskerskolen «Centre for International Health Research School» ved Institutt for global helse og samfunnsmedisin

Grunnlagsdokumenter i saken

a) Oppnevning og gjenoppnevning av forskerskoler (vedlegg 1)
b) Oppnevning av nye forskerskoler 2015 (vedlegg 2)
c) Søknad om godkjenning av forskerskolen «Centre for International Health Research School» (vedlegg 3)
d) Behandling i Programutvalg for forskerutdanning 1.10.14 (vedlegg 4)

Hva saken gjelder

Instituttene ble invitert til å søke om opprettelse av nye forskerskoler med søknadsfrist 20. september 2014. Det kom inn en søknad fra Institutt for global helse og samfunnsmedisin. Forskerskolen har fått navnet "Centre for International Health Research School" (short: CIH Research School). Programutvalg for forskerutdanning (PFU) har behandlet søknaden og var enige om at det var en grundig søknad og at det er positivt at man slår aktiviteten sammen i en forskerskole. Programutvalget bemerket at forskerskolen har budsjettert med et to-dagers seminar og innleiing av gjesteforskere på til sammen 273.920 kr og gjør derfor oppmerksom på at fakultetet kun støtter hver enkelt forskerskole med 75.000 kr.

Programutvalget kom med følgende vedtak:

1) Programutvalg for forskerutdanning anbefaler at forskerskolen opprettes som beskrevet. Programutvalget sender saken over til fakultetsstyret for endelig godkjenning.

2) Seminarserien «Autumn seminar 2014» må formaliseres i en egen søknad og godkjennes av Programutvalg for forskerutdanning. Det anbefales videre at seminarserien gis et dekkende navn – ikke bare «Autumn seminar 2014».

3) Programutvalg for forskerutdanning ønsker tilbakemelding og klarhet når det gjelder den planlagte kursvirksomheten til forskerskolen;
- hvilke kurs på 300-nivå er godkjent på ph.d.-nivå?
- planlegger forskerskolen å søke om godkjenning av Geilo-seminaret som seminar/forskerkurs?

Forslag til vedtak

1. Fakultetsstyret godkjenner forskerskolen «Centre for International Health Research School» ved Institutt for global helse og samfunnsmedisin.
2. Fakultetsstyret ber Programutvalg for forskerutdanning om å følge opp forskerskolens kursvirksomhet.
3. Styret ved Det medisinsk-odontologiske fakultet tildeler forskerskolen et driftstilskudd på 75.000 kroner per år.
4. Forskerskolene skal levere en årlig rapport til fakultetet. Rapportene legges fram for Programutvalg for forskerutdanning og for Fakultetsstyret som orienteringssaker.

Ørjan Hauge
fung. assisterende fakultetsdirektør

Anne Berit Kolmannskog
seksjonsleder

12.11.2014 /MARMY

Vedlegg:

1. Styresak 55/13: Forskerskoler ved Det medisinsk-odontologiske fakultet. Oppnevning og gjenoppnevning av forskerskoler
2. Brev til instituttene 1.7.14: Oppnevning av nye forskerskoler 2015
3. Søknad fra Institutt for global helse og samfunnsmedisin om godkjenning av forskerskolen «Centre for International Health Research School», datert 18.9.14
4. Referat fra møte i Programutvalg for forskerutdanning 1.10.14

UNIVERSITETET I BERGEN
Det medisinsk-odontologiske fakultet

Styresak: 55/13

Sak nr.: 2012/7388

Møte: 12.06.2013

Forskerskoler ved Det medisinsk-odontologiske fakultet. Oppnevning og gjenoppnevning av forskerskoler

Etter en intern evaluering av forskerskoleordningen ved Det medisinsk-odontologiske fakultet våren 2012, vedtok Styret ved Det medisinsk-odontologiske fakultet i sak 103/12 (vedlegg 1) at en ny forskerskoleordning skulle implementeres samtidig med ny instituttstruktur, og at godkjenning av nye og gjenoppnevning av eksisterende forskerskoler skulle gjennomføres i løpet av våren 2013.

I tråd med dette fikk instituttene i november 2012 et brev (vedlegg 2), der instituttene ble invitert til å fremme søknader om godkjenning av nye og gjenoppnevning/ny godkjenning av eksisterende forskerskoler ved fakultetet innen 17. april 2013. På bakgrunn av meldinger om tidspress, ble denne fristen utvidet til 1. mai 2013.

Ved fristens utløp, var det kommet inn to søknader om oppretting av nye forskerskoler, og tre søknader om videreføring av eksisterende forskerskoler (Instituttforankring i parentes):

- Research School for Biomarker Studies (Klinisk institutt 1) - NY
- Bergen Biomedical Research School (Institutt for biomedisin) – NY
- Forskerskolen i samfunnsmedisinske fag (Institutt for global helse og samfunnsmedisin) – VIDEREFØRING
- Bergen Research School in Inflammation (Klinisk institutt 2) - VIDEREFØRING
- Forskerskolen i klinisk medisin (Klinisk institutt 1 og 2) – VIDEREFØRING

Institutt for klinisk odontologi har signalisert at de ønsker å etablere en forskerskole, men at det for dem er mer realistisk å få dette på plass om et års tid. Miljøet ved Senter for internasjonal helse har tidligere hatt en forskerskole, men SIH/IGS har ikke søkt om å få videreføre denne innen fristen. Det er mulig det blir aktuelt igjen med en forskerskole i dette miljøet på sikt.

Kort omtale av de enkelte forskerskolene

Research School for Biomarker Studies (RSBS) (Vedlegg 3)
Institutt: Klinisk institutt 1
Forskerskoleleder: Anne Chr. Johannesen

Forskerskolen er planlagt som en tematisk forskerskole knyttet til Senter for Fremragende Forskning, Centre for Cancer Biomarkers (CCBIO). Den nye forskerskolen vil faglig overlappe med Forskerskolen i translasjonell kreftforskning, men denne er ikke foreslått videreført, og det beskrives i søknaden at det er enighet om at det fremmes en "samordnet forskerskole knyttet til CCBIO". Forskerskolen vil være åpen for alle kandidater ved MOF som har prosjekter innen kreftforskning, ikke bare for kandidater direkte knyttet til CCBIO.

Det er planlagt et årlig faglig møte, en sommerskole, og en seminarrekke, i tillegg til ordinære forskerkurs. Tre eksisterende kurs vil inngå i forskerskolens portefølje, i tillegg til at det skal utvikles nye kurs.

Bergen Biomedical Research School (BBRS) (Vedlegg 4)

Institutt: Institutt for biomedisin
Forskerskoleleder: Marion Kusche-Gullberg

Forskerskolen vil være et samarbeid mellom alle de elleve forskningsgruppene ved Institutt for biomedisin, og deltakelse i forskerskolen vil være et tilbud til alle kandidater ved instituttet.

Forskerskolen vil være metodefokusert, og målet er å skape et godt og solid miljø læringsmiljø for kandidatene. Forskerskolen vil bygge på erfaringene fra forskerskolen i translasjonell kreftforskning, og noen av ressursene derfra vil inngå i den nye forskerskolen.

Det er planlagt et årlig «grunnkurs» som alle ph.d.-kandidater i forskerskolen forventes å følge. I tillegg er det tenkt at en seminarserie skal være felles for alle. Man ønsker også å ha et årlig arrangement utenfor campus, muligens et dagsseminar med en kombinasjon av faglige presentasjoner fra kandidatene selv og andre relevante tema.

Forskerskolen i samfunnsmedisinske fag (Vedlegg 5)

Institutt: Institutt for global helse og samfunnsmedisin
Forskerskoleleder: Anne Kjersti Daltveit

Deltakelse i forskerskolen er et tilbud til alle kandidater ved instituttet, men siden fagmiljø ved instituttet også deltar i to nasjonale forskerskoler, og det uttrykkes en forventning om at det vil komme en egen forskerskole innen global helse, regner instituttet med at 60-80 % av kandidatene vil delta i Forskerskolen i samfunnsmedisinske fag. Det er en målsetning at kandidatene skal oppleve faglig fellesskap på tvers av forskergrupper, og at forskerskolen skal fremme flerfaglighet.

Institutt for samfunnsmedisinske fag har en rekke kurs som tilbys til kandidatene i forskerskolen. Det planlegges to nye kurs. I tillegg vil det blant annet arrangeres månedlige seminarer. Instituttet ønsker å legge midtveisevalueringen til forskerskolen.

Drift av forskerskolen ligger til forskerutdanningskonsulenten og forskningsleder ved instituttet sine arbeidsoppgaver. I tillegg vil man benytte arbeidsplikten til stipendiater og postdoktorer.

Bergen Research School in Inflammation (BRSI) (Vedlegg 6)

Institutt: Klinisk institutt 2
Forskerskoleleder: Roland Jonsson

Denne forskerskolen ble opprettet i 2005, og er en tematisk forskerskole (Immunologi, mikrobiologi, revmatologi og endokrinologi).
Forskerskolen tilbyr to ukentlige seminarserier, samt andre forskerkurs. Miljøet har også emner på masternivå, som er aktuelle for mange av kandidatene, og masterstudenter og forskerutdanningskandidater samarbeider en del. Det er planer om å opprette flere kurs, to er nevnt i søknaden.

Forskerskolen i klinisk medisin (Vedlegg 7)

Institutt: Klinisk institutt 1 og Klinisk institutt 2
Forskerskoleleder: Eyvind Rødahl

Forskerskolen i klinisk medisin ble opprettet i 2005. Deltakelse i forskerskolen er et tilbud til alle kandidater ved de to kliniske instituttene, totalt ca. 275 kandidater. Noen av disse vil imidlertid ha naturlig tilhørighet til andre forskerskoler. Forskerskolen har et budsjett på 100.000 i året til sine aktiviteter.

I dag arrangerer forskerskolen 4-5 årlige nettverkslunsjer for kandidatene. I tillegg har forskerskolen det årlige arrangementet «Forskningspresentasjoner», hvor kandidatene holder innlegg og viser postere de har hatt på konferanser i året som gikk.

Et kurs i klinisk utprøving er allerede godkjent av Programutvalget, og vil bli knyttet til forskerskolen. I tillegg er det konkrete planer om å få på plass en seminarserie. Begge disse kan komme i gang allerede fra høsten 2013.

Det er planlagt at det i tillegg til styret, vil være komiteer for både forskningspresentasjoner og nettverkslunsjer. Det er også tenkt å bruke stipendiaters arbeidsplikt som ressurs.

Vurdering

De innkomne søknadene til forskerskoler har vært vurderte av fakultetsledelsen, og det har vært kontakt og oppfølgingsmøte med to av miljøene. Fakultetet mener at forskerskolene slik de er beskrevet er godt forankret i instituttene, og at dette er i tråd med instituttenes ansvar for å bidra til forskerutdanningen og følge opp instituttets ph.d.-kandidater. Samlet oppfyller således alle søknadene hver for seg kriteriene som er satt opp for nyetablering og videreføring av forskerskoler. Det er noen forhold som det bør arbeides videre med det neste året, og dette inkluderer økning av kursporteføljen, koordinering av aktiviteter i de tilfeller der samme institutt er involvert i flere forskerskoler og samordning med nasjonale forskerskoler som instituttet er engasjert i.

I tråd med konklusjonene i fakultetets tidligere gjennomgang av forskerskolenes plass i forskerutdanningen, anbefaler fakultetsledelsen av det gis et årlig driftstilskudd til hver godkjent forskerskole på 75.000.- kr. Forskerskolene vil bli bedt om å levere en årlig rapport til fakultetet.

Forslag til vedtak

1. Styret ved Det medisinsk-odontologiske fakultet godkjenner videreføringen av følgende forskerskoler:
    - Forskerskolen i samfunnsmedisinske fag
    - Forskerskolen i klinisk medisin
    - Bergen Research School in Inflammation (BRSI)

2. Styret ved Det medisinsk-odontologiske fakultet godkjenner opprettelsen av følgende forskerskoler:
    - Bergen Biomedical Research School (BBRS)
    - Research School for Biomarker Studies (RSBS)

3. Styret ved Det medisinsk-odontologiske fakultet tildeler hver forskerskole et driftstidskudd på 75.000 kroner per år.

4. Forskerskolene skal levere en årlig rapport til fakultetet. Rapportene legges fram for Programutvalg for forskerutdanning og for Fakultetsstyret som orienteringssaker.

5. Neste frist for oppretting av nye forskerskoler settes til våren 2014.

Vedlegg 1 Fakultetsstyresak 103/12
Vedlegg 2 Brev til instituttene (november 2012)
Vedlegg 3-7 Søknader

6.6.2013

UNIVERSITETET I BERGEN
Det medisinsk-odontologiske fakultet

Institutt for global helse og samfunnsmedisin
Institutt for biomedisin
Klinisk institutt 1
Institutt for klinisk odontologi
Klinisk institutt 2

Referanse	Dato
2014/6887-ANNKO	01.07.2014

Oppnevning av nye forskerskoler 2015

Instituttene inviteres herved til å fremme søknader om godkjenning av nye forskerskoler.

Søknadsfrist settes til 20. september 2014.

Generelt om forskerskoler
Forskerskolene er ment som et supplement til forskerutdanningen og skal forankres og drives av instituttene. Flere institutter kan gå sammen om å drive en forskerskole, og de kan også inngå som lokale noder i tverrfakultære, nasjonale eller internasjonale forskerskoler. Forskerskolene skal gi en faglig merverdi for forskerutdanningen og forskerskolens aktiviteter skal skje innenfor rammen av ph.d.-reglementet.

Oppnevning av nye Forskerskoler 2015
Nye forskerskoler skal beskrives i et eget programdokument slik det framgår av vedlagt søknadsskjema og må inneholde:

- Beskrivelse av hvordan forskerskolen er organisert, inkludert instituttforankring og hvilke fagmiljø og samarbeidspartnere som inngår
- Beskrivelse av faglige og administrative ressurser i forskerskolen, inkludert navn på forskerskoleleder og administrativ kontaktperson, og evt. plan for rullering av dette.
- Beskrivelse av driftsmodell inkludert finansiering av forskerskolens aktiviteter
- Aktivitetsplan (både over kurs med studiepoeng og andre aktiviteter)
- Opptakskrav og målgruppe

Det medisinsk-odontologiske fakultet
Telefon 55582086
Telefaks 55589682
post@mofa.uib.no

Postadresse
Postboks 7804
5020 Bergen

Besøksadresse
Armauer Hansens Hus,
Haukelandsveien 28
Bergen

Saksbehandler
Anne Berit Kolmannskog
55586673

Søknad om opprettelse av forskerskoler skal først behandles i Programutvalg for forskerutdanning og deretter vedtas i fakultetsstyret. Fakultet tar sikte på å ferdigbehandle søknadene i siste møte i fakultetsstyret desember 2014. Søknadsfristen settes derfor til 30. september 2014.

Vennlig hilsen

Robert Bjerknes
Prodekan forskning

Anne Berit Kolmannskog
Seksjonssjef

Vedlegg
Søknadskjema

UNIVERSITETET I BERGEN
Institutt for global helse og samfunnsmedisin

Det medisinsk-odontologiske fakultet

Referanse	Dato
2014/6887-RAOE	18.09.2014

Oppnevning av nye forskerskoler 2015 - søknad fra IGS

IGS søker om godkjenning av en forskerskole knyttet til Senter for internasjonal helse. Navn på forskerskolen vil være:

Centre for International Health Research School (short: CIH Research School)

Søknaden er vedlagt.

Vennlig hilsen

Rolv Terje Lie
instituttleder

Randi May Oen
seniorkonsulent

Dette er et UiB-internt notat som godkjennes elektronisk i ePhorte

Institutt for global helse og samfunnsmedisin
Telefon
Telefaks

Postadresse
Postboks 7804
5020 BERGEN

Besøksadresse
Kalfarveien 31
Bergen

Saksbehandler
Randi May Oen
55586199

PROGRAMBESKRIVELSE / SØKNAD OM GODKJENNING AV FORSKERSKOLE DET MEDISINSK-ODONTOLOGISKE FAKULTET

(Sendes fakultetet i Ephorte via ansvarlig institutt)

Del 1: Forskerskolens tilhørighet

Forskerskolens navn:	Centre for International Health Research School (short: CIH Research School)
Forskerskolen skal tilknyttes (institutt):	Centre for International Health (CIH) Department for Global Public Health and Primary Care (IGS)
Forskerskoleleder:	Professor Bente E. Moen
Navn på administrativ kontaktpersoner:	Ingvild Hope and Borgny Lavik
Forventet antall kandidater i forskerskolen (kapasitet):	60 (at present 48, in 2014)
Forventet antall veiledere som knyttes til forskerskolen:	15 at CIH and about 10 from other parts of IGS/University of Bergen. However there will also be about 20 co-supervisors associated from other universities

Del 2: Faglige forhold

Beskriv forskerskolens faglige innhold. Fyll inn hvilke fagmiljø som bidrar, hvem som har ansvar for hva, målgruppe, samarbeidspartnere, eventuelle ambisjoner for nasjonal status osv. Beskriv også læringsmiljøet, og hvordan forskerskolen gir kandidatene merverdi sammenlignet med å følge et ordinært ph.d.-løp uten forskerskoletilknytning.

i) Organization

All employed scientific personnel at CIH will participate as teachers/supervisors at the research school. The personnel will teach in courses as well as in the weekly research seminars.
In addition, CIH cooperate with supervisors from other parts of IGS, Haukeland University Hospital and other departments at the University of Bergen. Also, CIH have several co-supervisors from the low income countries we cooperate with. These external supervisors are welcome to join the activities at the research school when it is possible, but do not have other responsibilities aside from their supervision task.

<u>Organizational group</u>

Five professor, three postdoctoral fellows and one PhD student will have the primary responsibility of organizing the CIH Research School. At least two of the members in the group should be working with projects in the Centre of excellence anchored at CIH: CISMAC. The members of the organizational group will sit for two years at the time.

The content of the research school
To be a member of the research school means that the student can participate in:
-Elective courses at CIH
-Scientific seminars for students at CIH
-Mid-way evaluations at CIH

ii) Students at the research school
All PhD candidates at the Faculty of Medicine and Dentistry at the University of Bergen who desire to be affiliated to the CIH Research School will be accepted as students. At present 48 PhD candidates are affiliated with CIH.
The research school will also include seminars for master students at CIH, presenting their scientific work. The seminars for the Master students will be chaired by a professor and a PhD student together.

iii) Administrative support
The CIH Research School has administrative support from two persons in the administration at CIH; one responsible for PhD students and one for Master's (Ingvild Hope and Borgny Lavik). They will participate in organization group meetings and be responsible for information/email invitations to students about courses and seminars (including midway evaluations) and protocols. In addition, one person at the administration at IGS is responsible for organization of doctoral dissertations.

iv) What the CIH Research School will add for the PhD student- Scientific profile and content
CIH had a research school earlier, but it was terminated two years ago. Both students and staff have missed this type of organization of the PhD student environment. By this new research school concept, CIH will be able to offer the students a living scientific environment. This is very important for the students here, as they come from different countries in the world and their scientific network is minor. Networking with staff and other students will be important in the development of their scientific skills. We have defined the approach of the research school like this:

The aim of the PhD programme is to qualify the candidate for research activities and other kinds of work requiring a high level of scientific insight.

On completion of a PhD study, the candidate should be able to:

a) Demonstrate research skills and techniques
- The ability to recognize and validate problems
- Original, independent and critical thinking, and the ability to develop theoretical concepts
- A knowledge of recent advances within one's field and in related areas
- An understanding of relevant research methodologies and techniques and their appropriate application within one's research field
- The ability to critically analyze and evaluate one's findings and those of others
- An ability to summarize, document, report and reflect on progress

b) Understand the function of a Research Environment
- Show a broad understanding of the context, at the national and international level, in which research takes place
- Demonstrate awareness of issues about the rights of other researchers, of research subjects, and of others who may be affected by the research, for example confidentiality, ethical issues, attribution, copyright, malpractice, ownership of data and the requirements of the Data Protection Act
- Demonstrate appreciation of standards of good research practice in their institution and/or discipline

- Understand relevant health and safety issues and demonstrate responsible working practices
- Understand the process for funding and evaluation of research
- Justify the principles and experimental techniques used in one's own research
- Understand the process of academic or commercial exploitation of research results

c) Perform research management

- Apply effective project management through the setting of research goals, intermediate milestones and prioritization of activities
- Design and execute systems for the acquisition and collation of information through the effective use of appropriate resources and equipment
- Identify and access appropriate bibliographical resources, archives, and other sources of relevant information
- Use information technology appropriately for database management, recording and presenting information

d) Personal effectiveness

- Demonstrate a willingness and ability to learn and acquire knowledge
- Be creative, innovative and original in one's approach to research
- Demonstrate flexibility and open-mindedness
- Demonstrate self-awareness and the ability to identify own training needs
- Demonstrate self-discipline, motivation and thoroughness
- Recognize boundaries and draw upon/use sources of support as appropriate
- Show initiative, work independently and be self-reliant

e) Demonstrate communication skills

- Write clearly and in a style appropriate to purpose, for example progress reports, published documents, thesis
- Construct coherent arguments and articulate ideas clearly to a range of audiences, formally and informally through a variety of techniques.
- Constructively defend research outcomes at seminars and viva examination
- Contribute to promoting the public understanding of one's research field
- Effectively support the learning of others when involved in teaching, mentoring or demonstrating activities

f) Perform Networking and Team working

- Develop and maintain co-operative networks and working relationships with supervisors, colleagues and peers, within the institution and the wider research community
- Understand one's behaviors and impact on others when working in and contributing to the success of formal and informal teams
- Listen, give and receive feedback and respond perceptively to others

g) Work on career management

- Appreciate the need for and show commitment to continued professional development
- Take ownership for and manage one's career progression, set realistic and achievable career goals, and identify and develop ways to improve employability
- Demonstrate an insight into the transferable nature of research skills to other work environments and the range of career opportunities within and outside academia
- Present one's skills, personal attributes and experiences through effective CVs, applications and interviews

Del 3: Ressurser

Oppgi hvilke fagpersoner som bidrar i forskerskolen, og hva de bidrar med.
Oppgi også hvordan forskerskolen skal driftes og forventet budsjett.

Members in the organization group (2014)
Professors: Karen Marie Moland, Sven Gudmund Hinderaker, Bernt Lindtjørn, Bente E. Moen and Halvor Sommerfelt from CISMAC (observator).
Postdoctoral fellows: Esperance Kashala, Victoria Nankabirwa and Ingunn Engebretsen
PhD student: Sudha Basnet.

Tasks for the organization group
The scientific organizational group is responsible for
-the fulfillment of the aims of the CIH research school
-the programme of PhD-seminars for each semester, including midway evaluations and master presentations
-chairing the seminars
-evaluation of / organization of elective PhD courses
-appointing new supervisors for the students if needed.

The organization group meets 2-3 times per semester for planning.

Other scientific staff
In addition, the following professors/ass professors and postdoctoral fellows are responsible for teaching and supervision of PhD students at the CIH research school:

Bjarne Robberstad
Thorkild Tylleskär
Knut Fylkesnes
Cecilie Svanes
Tehmina Mustafa
Astrid Blystad
David Sam
Ole F. Norheim
Anne Hatløy
Ingvild Sandøy
Lars Thore Fadnes
Alamnesh H Mirkuzie

Budget

1. Seminar
We plan for an annual two-day seminar for the PhD students and staff at CIH. The scientific content is of major importance, but also the opportunity to learn the importance of cooperation and networking will have impact in their scientific development. As the students at CIH mostly come from other countries we plan to organize this seminar in the mountain area, for instance at Geilo.

Travel Bergen-Geilo t/r by train 48 students (a 690)	NOK 33120
Travel Bergen – Geilo t/r by train 15 staff members (a 920)	NOK 13800
Two days (lunch-dinner-lunch/ hotel accommodation 40 persons (a 1925)	NOK 77000
Sum	NOK 123920

2. Guest lecturers
Networking with universities in other countries is important for CIH, and as the centre has a large number of cooperating professors in projects, CIH has a special possibility of inviting well qualified guest lecturers. We plan to have at least one international guest lecturer for each of our six elective courses annually, giving an expense of about NOK 150 000 (25 000 x 6).

Budget sum: NOK 273 920.

Del 4: Aktivitetsplan

Oppgi hvilke aktiviteter som skal inngå i forskerskolen, herunder hvilke ph.d.-kurs (godkjente kurs på 900-nivå) forskerskolen arrangerer, og eventuelle konkrete planer for nye kurs. Oppgi også andre aktiviteter forskerskolen driver.

i) Courses
In 2014 CIH is responsible for the following courses:

Autumn:
The courses INTH301 Basic course in research tools and theory, HELSTA Statistics, INTH 302 Epidemiology and INTH 330 Proposal development are accepted to fulfil the requirement for a "Basic research course", compulsory for all students.

Spring:
In spring, the students have elective courses and can chose between:

INTH323A - Qualitative Research Methods for International Public Health
INTH328A - Global TB Epidemiology and Intervention
INTH313 - Globalization and Health
INTH329 - Global HIV Epidemic and Research Challenges to Improve Prevention
INTH321 - Experimental Epidemiology
INTH356 - Observational epidemiology: Survey, cohort and case-control studies

The description of the elective courses is enclosed. The codes are not in the 900-system due to some historical codes on these topics, but are accepted to be PhD courses.

ii) Seminars
For the coming autumn 2014, we have planned a seminar series (enclosed plan).
Similar plans will be made for each semester in the future. The seminars will be defined as a course in Scientific skills and given 1 EDTS per semester.

In addition, some of these seminars will be preceded by a seminar for Master's at 1300. These seminars will be the responsibility of one PhD student and one professor together, and this activity is compulsory for the students to get credits for the semester seminar.

Del 5: Krav til kandidaten

Oppgi eventuelle opptakskrav. Oppgi hvilke aktiviteter forskerskolen anser at kandidatene er forventet å delta på.

All PhD candidates at the Faculty of Medicine and Dentistry at the University of Bergen who desire to be affiliated to the CIH Research School will be accepted as students.

Signatur forskerskoleleder
CIH.

Signatur ansvarlig institutt (leder)
KG

Enclosures:

1. Details on the autumn seminar 2014 for the PhD students

2. Course descriptions elective courses:

INTH323A - Qualitative Research Methods for International Public Health
INTH329 - Global HIV Epidemic and Research Challenges to Improve Prevention
INTH328A - Global TB Epidemiology and Intervention
INTH321A - Experimental Epidemiology
INTH313 - Globalization and Health
INTH356 - Observational epidemiology: Survey, cohort and case-control studies

1. *Details on the autumn seminar 2014 for the PhD students*

RESEARCH SCHOOL AT THE CENTRE FOR INTERNATIONAL HEALTH
PhD seminars - Autumn 2014

Date	Time	Presentation	Chairs /evaluators	Location
Wednesday 20.08	*1400*	*How to structure a PhD thesis*	*Prof. B. Lindtjørn*	*Seminar room 2nd floor, 234*
Wednesday 27.08	*1400*	*What is a good scientific presentation*	*Prof. B. Lindtjørn supported by professors Hinderaker, Moland*	*Auditorium Cavum Odontology building*
Wednesday 03.09	*1400*	*Midway evaluation: Vundli Ramokolo (van den Broeck, Chhaggan)*	*Evaluators: Rolv Skjærven, Ingvild Sandøy*	*Seminar room 2nd floor, 234 (Skype)*
Wednesday 10.09	*1330*	*Midway evaluation: Barbara Kirunda (vd. Broeck/Tylleskär/Moland)*	*Evaluators: Jutta Dierks, Ingunn Engebretsen*	*Sentralen, 1st floor Odontology building*
	1415	*Midway evaluation: Temsunaro Rongsen-Chandola (T.Strand)*	*Evaluators: Sven G Hinderaker, Ram Chandyo*	*Sentralen, 1st floor Odontology building*
Wednesday 17.09	1400	Presentation by PhD student Sudha Basnet	Anne Hatløy/BE Moen	Sentralen, 1st floor Odontology building
Wednesday 24.09	1400	Presentation by PhD student Yaliso Balla	Alemnesh Mirkuzie	Sentralen, 1st floor Odontology building
Wednesday 01.10	1400	Midway evaluation: Peter Hangoma (Robberstad)	Chair: A. Mirkuzie Evaluators: Jan Erik Askildsen B.E. Moen	Sentralen, 1st floor Odontology building
Wednesday 08.10	1400-1600	Media communication	Marion Solheim	Sentralen, 1st floor Odontology building
Wednesday 15.10	1400	Presentation by PhD student Selia Ng'anjo	Tehemina Mustafa	Sentralen, 1st floor Odontology building
Wednesday 22.10	1400	How to read a scientific paper	Sven G Hinderaker	Sentralen, 1st floor Odontology building
Wednesday 29.10	1400	Presentation by PhD student Eric Some	BE. Moen	Sentralen, 1st floor Odontology building
Wednesday 05.11	1400 1445	Midway evaluation: 1.Sheila Mwangala (K.Fylkesnes) 2.Richard Banda (I.Sandøy/K.Fylkesnes)	Chair: BE. Moen Evaluators: 1.Sverre Sandberg Alemnesh Mirkuzie 2. Ingunn Engebretsen. Alemnesh Mirkuzie	Sentralen, 1st floor Odontology building
Wednesday 12.11	1400	*Presentation by PhD student ?*	Ingunn Engebretsen	Sentralen, 1st floor Odontology building
Wednesday 19.11	1400	*Presentation by PhD student?*	Esperance Kashala	Sentralen, 1st floor Odontology building
Wednesday 26.11	1400-1600	Junk science	Ole Bjørn Rekdal	1.molar, 2nd floor Odontology building
Wednesday 03.12	1400	Midway evaluations: 1.Hamidad Hussain (Robberstad/Tylleskär) 2. Jobiba Chinkhumba (Bjarne Robberstad)	*Evaluators: is to be decided*	Sentralen, 1st floor Odontology building
10.12 – 11.12		Dissertation Jonas Finger	Announcement later	

PhD student presentation:

To train PhD students in scientific skills, you (PhD students) will be offered the possibility to present a part of your scientific work. A specific result or a specific problem should be presented – or the student can test out a planned presentation in a coming conference; the student decides. The time frame is like in conferences: Either 12 minutes, 15 minutes or 20 minutes (the student decides). We will use 10-18 minutes for the following discussion/comments.

Two presentations are planned for each seminar and the seminar will be chaired by 1-2 professors.

Master seminars:

Some of the PhD seminars will be preceded by a seminar for Master presentations. There will be a separate list for these, and the PhD students will be chairs together with one of the scientific personnel and participate in at least two of these every semester

Credits

The seminars will be defined as a course of 27 hours and one semester will give 1 ECTS for the PhD training component.

2. Course descriptions elective courses:

INTH323A Qualitative Methods for International Public Health

Heading in English	*Content*
Code	INTH323A
Name of course	Qualitative Research Methods for International Public Health
ECTS	3
Semester	Spring
Language of Instruction	English
Course Unit Level	Master and Ph.D
Responsible department	Centre for International Health
Access to the Course Unit	Students admitted to a Masters' degree Programme or a Ph.D. Programme at the University of Bergen (e.g. TropEd Europe network).
Aim and Content	This is an in-depth course in qualitative methods for international public health professionals to develop skills in the use of different qualitative research methods. The course aims to prepare the students for the use of qualitative research in cross-cultural work dealing with sensitive public health issues. The course will demonstrate the use of these methods in the planning of health promotive and preventive interventions. Different approaches in coding and analysis of data obtained from qualitative research will be demonstrated and practiced in exercises. The strengths and weaknesses of both qualitative and quantitative methods will be examined and the usefulness of a multi-method complementary research approach will be discussed. The course includes both didactic and practice sessions in the classroom. Students will design a mini research project and will apply qualitative methods in a fieldwork research exercise. The main topics covered in the lectures/seminars: • Introduction to anthropological approach to public health research • Introduction to qualitative methods; strengths and weaknesses • In-depth interview, Focus Group Discussion and Participant observation • How to design a qualitative research project • How to develop interview guides • How to report data: thick descriptions • Confidentiality issues and informed consent • Qualitative data analysis; grounded theory & content analysis
Learning Outcomes	By the end of the course students should be able to: - Explain the main qualitative research methods (in-depth interview, focus group discussion, participant observation) and the rationale for their use in enhancing practical international health work - Recognise the strengths and limitations of qualitative research methods - Design qualitative research with the use of one or more of these qualitative research methods - Apply the principles for coding and analysis of data obtained through the use of qualitative methods. - Assess the quality of qualitative research - Recognise how different public health programmes can be planned and studied combining quantitative and qualitative methods to strengthen validity and reliability

Heading in English	*Content*
Pre-requirements	Students admitted to a Masters' degree Programme may join this course (e.g. TropEd Europe network). Proficiency in English at a level corresponding to TOEFL 550or IELTS 6.0 is expected.
Recommended previous knowledge	
Teaching Methods	Didactic and practice sessions in the classroom, with an emphasis on classroom discussion and an interactive seminar-like approach for at least half of each session. Students will also study in small groups to formulate, develop and carry out a short qualitative research project using one or more of the methods discussed in the course. Students will analyse the results and make presentations during the final session. Students are required to participate in group work on assigned topics. The groups will present their work in sessions
Compulsory Requirements	Attendance of all sessions
Assessment methods	• Completing all needed reading and doing a classroom review of one of the required articles/chapters, • A 500 words (one page) written description exercise • Oral presentation and evaluation of the qualitative research project in the class.
Grading Scale	Grading scale A-F (F=fail)
Reading list	
Place of Teaching	Centre for international health, University of Bergen
Course Unit Evaluation	Students evaluate the teaching according to the quality assessment requirements of the University of Bergen. The evaluation method is through an online electronic form.
Contact Information	Centre for International Health Tel: 55588560; e-mail: studie.cih@.uib.no

INTH329 Global HIV Epidemic and Research Challenges to Improve Prevention

Heading in English	***Content***
Code	INTH329
Name of course	Global HIV Epidemic and Research Challenges to Improve Prevention
ECTS	5 (150 study hours total: 50 contact hours, 50 self-study hours, 50 essay)
Semester	Spring
Language of Instruction	English
Course Unit Level	Master and PhD
	Centre for International Health
Access to the Course Unit	International programmes and agreements; Master's programme in International health; Master's programme in Oral Sciences; Master's programme in health sciences - Health promotion; Master of Philosophy in Health Promotion; PhD – Faculty of Medicine and Dentistry
Aim and Content	The course is multi-disciplinary and focused on both biological, socio-cultural and public health issues. The scope is global, but with particular focus on sub-Saharan Africa. The the main topics are: - The HIV pandemic: dynamics and trends, epidemiological approaches; status and trends of the HIV epidemics in the world: contrasts in spread and the search for their explanations - Social interpretation and demographic impact; the social inter-pretation of HIV/AIDS; social impact; stigma, denial and confidentiality - Current bio-medical understanding: virus(es) and disease: diagnostics, natural history, opportunistic infections, the prospects of vaccine development and principles of antiretroviral therapy; prevention of mother-to-child transmission - Integrating prevention and support/care; social-cultural context; gender and age-related vulnerability in economically poor contexts; rural vs. urban contexts; reaching the young: school-programmes, out-of-school youths, youth friendly services; the ethnic-cultural context; counselling approaches and perspectives; the issue of orphans - Cost-effectiveness and priority setting; cost effective prevention and care interventions; criteria for priority setting. - Economic impact; knowing what works; economic impact; monitoring and evaluation systems to guide multisectoral HIV/AIDS programs - Media and HIV; the role of media: documentary films, educational films, cultural-specific films. - Ethics and HIV
Learning Outcomes	By the end of the course students should be able to: 1) demonstrate knowledge and understanding about basic bio-medical facts on HIV, including diagnostics, status and prospects of vaccine development, the prevention of mother-to-child transmission of HIV, and HAART;

Heading in English	*Content*
	2) demonstrate understanding of the epidemiological contexts of HIV and categorise the main methods used in surveillance and research such as survey systems for HIV prevalence estimations in different settings; 3) demonstrate the understanding of socio-economic and cultural contexts of HIV epidemics and relate them to preventive, support and treatment challenges; 4) compare global patterns of HIV transmission, their possible explanations and relate them to preventive approaches being demonstrated to be effective; 5) demonstrate understanding of demographic impact (e.g. mortality, fertility), social impact and economic impact (e.g. macro, micro) of HIV epidemics; 6) debate priority setting challenges related to HIV interventions and key ethical issues involved; 7) debate HIV-related counselling approaches and perspectives; 8) debate issues related stigma, denial and confidentiality; 9) differentiate roles of media in HIV prevention including documentary films, educational films and cultural-specific films.
Pre-requirements	Students admitted to a Master degree Programme may join this course (e.g. TropEd Europe network). Proficiency in English at a level corresponding to TOEFL 5.0 or IELTS 5.0 is expected.
Recommended previous knowledge	
Teaching Methods	Interactive presentations by lecturers, group work, literature review, student presentations, panel and group discussions and individual written assignment (essay/paper).
Compulsory Requirements	
Assessment methods	Group work presentations (weighted 0.3), panel discussions (weighted 0.3) and preparation of an essay/paper (weighted 0.4).
Grading Scale	Pass/fail
Reading list	Literature: 1. Report on the global HIV/AIDS epidemic 2002. UNAIDS, hard copy (can also be downloaded from http://www.unaids.org) 2. AIDS epidemic update, December 2003. UNAIDS, hard copy (can also be downloaded from http://www.unaids.org) 3. Scientific papers 4. Handouts
Place of Teaching	Centre for International Health
Course Unit Evaluation	Students evaluate the teaching according to the quality assessment requirements of the University of Bergen. The evaluation method is through an online questionnaire (My Space)
Contact Information	Centre for International Health Tel.: + 47 55588571; e-mail: studie.cih@uib.no

INTH328A Global TB Epidemiology and Intervention

Heading in English	*Content*

Heading in English	*Content*
Code	INTH328A
Name of course	Global TB Epidemiology and Intervention
ECTS	2 Student investment time: 60 hours (35 contact hours, 25 hours group work and individual studies)
Semester	Spring
Language of Instruction	English
Course Unit Level	Master and PhD
	Centre for International Health
Access to the Course Unit	International programmes and agreements, including tropEd and Erasmus Mundus. Master programmes in International Health and Oral Sciences. Master programmes in Health Sciences and Health Promotion. PhD programme at the University of Bergen.
Aim and Content	A one-week course on tuberculosis, dealing with epidemiology, clinical characteristics, microbiological aspects, intervention- and control strategies, with emphasis on areas where research is needed. In describing epidemiology and intervention strategies, one will also focus on socio-cultural aspects. Each day there is a mixture of lectures and work in groups on specific topics covered during the day. A manual on the group work is distributed to the participants at the start of the course.
Learning Outcomes	By the end of the module, the students should be able to: • debate socio-cultural aspects of importance to the TB epidemic • distinguish important determinants of exposure, infection and disease • assess advantages and disadvantages of various diagnostic methods • demonstrate how drug resistance may develop and how it is monitored • assess the influence of HIV infection and multi-drug resistance on the TB epidemic • debate the global strategies to identify sources of transmission and to manage TB patients • assess the role of technical assistance and regular reviews of national TB programmes • evaluate global interventions to control the TB epidemic
Pre-requirements	Good working knowledge of English. Students admitted to a Masters Degree Programme may join this course (e.g. TropEd European Network).

Heading in English	*Content*
	Physicians and dentists specializing in public health, general practitioners and other health workers with special interest in global TB epidemiology and intervention. A bachelor's degree in medicine, dentistry or related disciplines of science or social sciences. Good working knowledge of English. Pre-reading: see Reading list below
Recommended previous knowledge	Minimum a good Bachelor degree according to the requirements for the Master programmes
Teaching Methods	Each day starts with introductory lectures of 3 - 4 hours. The lectures are interactive, and participants are encouraged to comment or ask questions during the session. After lunch there is a 75 to 90 minutes group session related to the lecture topics. At the end of each day one of the groups presents the assignment of the day and discusses in plenary with all course participants. A workbook/manual is handed out to participants at the start of the course. A CD-ROM with all course material is distributed after the course.
Compulsory Requirements	Full time participation (lectures, group work, presentations)
Assessment methods	2 hours written exam
Grading Scale	ECTS A – E. (F = fail)
Reading list	H. Rieder: Interventions for Tuberculosis Control and Elimination, International Union Against Tuberculosis and Lung Disease (IUATLD) 2002 (free download from www.theunion.org under link "Educational Material/Technical Guides") H. Rieder: Interventions for Tuberculosis Control and Elimination, International Union Against Tuberculosis and Lung Disease (IUATLD) 2002 (gratis nedlasting frå www.theunion.org under lenka "Educational Material/Technical Guides")
Place of Teaching	Centre for International Health
Course Unit Evaluation	Students evaluate the teaching according to the quality assessment requirements of the University of Bergen. The evaluation method is through an online questionnaire (My Space)
Contact Information	Centre for International Health

Heading in English	*Content*
	Tel.: + 47 55588571; e-mail: studie.cih@uib.no

INTH321A Experimental Epidemiology

Heading in English	*Content*
Code	INTH321A
Name of course	Experimental Epidemiology
ECTS	5
Semester	Spring
Language of Instruction	English
Course Unit Level	Master and PhD
	Centre for International Health
Access to the Course Unit	Students admitted to a Masters' degree Programme or a Ph.D. Programme at the University of Bergen (e.g. TropEd Europe network).
Aim and Content	This course addresses critical methodological aspects of clinical and field trials and a special effort is made to address trials that will measure the impact of relevant interventions against poverty related diseases, including HIV infection, diarrhoea and pneumonia. The lectures in the course cover the following: General principles of field trials, literature review: what & how to read, randomisation & blinding, review of basic statistics (Mean, SD, SE, 95%CI), proportions, 2X2 tables, trial size for adequate precision and power, cluster design, data management and study implementation, interaction & confounding, effect measures (Risk ratio, rate ratio, difference in means), relative risk reduction, measurement: validity & reproducibility, analysis plan, data exploration, baseline comparison, main effects, analysis of community-based studies, hypothesis tests & precision of effect, analysis of repeated outcomes, data collection (questionnaire design, field organisation, training & standardisation) & quality control, interpretation of negative trials and ethical aspects of clinical trials in developing countries. The group work covers the development of proposal and protocol, the structure of baseline and main effect tables, randomisation & blinding. The computer laboratory exercises include generating

Heading in English	*Content*
	random numbers, calculating trial size, importing files, data exploration, baseline comparisons, main effects, adjustment for confounding, adjustment for confounding, sub-group analysis and interaction.

Learning Outcomes	*At the end of the module the student should be able to:*
	• demonstrate understanding of the principles of clinical and field trials,
	• genuinely contribute to the planning and conduct of clinical and field trails in accordance with the EU Directive 2001/20/EC on Good Clinical Practice and the highest ethical principles, including those reflected in Article 6 of the Treaty on the European Union, in the Charter of Fundamental Rights of the European Union and the Council of Europa's Convention on Human Rights and Biomedicine
	• assess and select relevant designs for clinical/field trials,
	• For both individually and community-randomized trials, conduct:
	  o sample size estimations
	  o random allocation
	  o blinding/masking
	• analyse clinical and field trial data-sets, also from community-randomised trials
	• Understand the principles behind adjustment for repeated measurement of outcomes in the same individuals
	• Identify interaction (in trials with stratified as well as un-stratified randomisation)
	• Be able to identify and adjust for any confounding effect (mainly relevant for trials with limited sample size).
	• critically interpret published results from clinical/field trials, write a competitive research grant proposal for funding of a clinical/field trial.

Pre-requirements	Students admitted to a Master's degree Programme may join this course (e.g. tropEd network). Proficiency in English at a level corresponding to TOEFL 550 or 213 computers based or IELTS band 6.0 is expected. It is also a requirement to have knowledge of basic epidemiology and biostatistics, and the applicants should describe their background, including that in epidemiology and biostatistics in their applications. Certificates from biostatistics and epidemiology courses and workshops should be submitted along with the applications

Heading in English	***Content***
Recommended previous knowledge	
Teaching Methods	Each day has a mixture of lectures and practical sessions. The course includes group work on specific topics as well as literature review. Most afternoons are dedicated computer laboratory for sample size estimation and data analysis.
Compulsory Requirements	Groups of 4-5 students work together on a research grant proposal for funding of a clinical/field trial. Documented contribution to this proposal, which is presented in a plenary session is a prerequisite for taking the course examination.
Assessment methods	Written exam
Grading Scale	Grading scale A-F (ECTS credits)
Reading list	
Place of Teaching	Senter for internasjonal helse, Universitetet i Bergen
Course Unit Evaluation	Students evaluate the teaching according to the quality assessment requirements of the University of Bergen. The evaluation method is through an online electronic form.
Contact Information	Centre for International Health Tel: 55588560; e-mail: studie.cih@.uib.no

INTH313 Globalization and Health

Heading in English	*Content*
Code	INTH313
Name of course	Globalisation and Health
ECTS	5 Student investment time: 150 hours (24 hours lectures, 24 hours group work/seminars following the lectures, 36 hours individual study time in preparation for the lectures, 24 hours work on group assignments, 42 hours essay writing)
Semester	Spring
Language of Instruction	English
Course Unit Level	Master and PhD
Responsible department	Centre for International Health
Access to the Course Unit	Students admitted to a Masters' degree Programme may join this course (e.g. TropEd Europe network). Proficiency in English at a level corresponding to TOEFL 550or IELTS 6.0 is expected.
Aim and Content	The module will examine the global policies and structures that affect health and health care and the international health policy agendas. It will explore the complex relationships between health and health care and different socioeconomic, cultural, political and structural factors as well as individual characteristics. The political, economic and other causes of disparities in health and health care between and within countries will be discussed. Focus will be on factors that contribute to inequalities and inequities. Structures, policies, practice and roles of major global actors in health (World Trade Organization, the World Bank, the International Monetary Fund, the donor community, the UN-system (including the WHO, UNICEF)), non-governmental organizations and private agencies) will be discussed. The role of the state in responding to different international initiatives and the consequences on health and health care of politics and decisions of the major global actors will be assessed. In particular, the motivation for and consequences of the introduction of specific policies will be addressed. Further, the impact of new Global Health Initiatives will be discussed. The measures that are needed to counteract the forces that lead to increased inequity in health and access to health care between and within countries and the need for healthy policies in all sectors will be discussed. The module will also examine global governance discourses, as well as global normative discourses such as human rights. The human resources for health and methods of preventing brain drain will be discussed. The main topics covered in the lectures/seminars will include:

Heading in English	*Content*
	- What is globalisation? - Importance of global organisations and actors in global health - Health and human rights. The importance of a human right perspective for improving global health - Ecologic economics, equity and health - Primary health care, from Alma Ata to the present day situation - Globalisation and the social determinants of health - Human resources and brain drain - International HIV/AIDS initiatives and coordination of HIV/AIDS programs in African countries - The human induced climate change - evidence and impacts - The role of WHO in global health and the Joint Action and Learning Initiative on National and Global Responsibilities for Health - War, violent conflicts and health - The challenge of introducing change
Learning Outcomes	At the end of this module students should be able to: - Assess the political, economic and other causes of disparities in health and health care between and within countries with a focus on how global factors may contribute to increasing inequity - Appraise what measures that are needed to counteract the forces that lead to increased inequity in health and access to health care between and within countries and be able to discuss the need for healthy policies in all sectors - Explain the consequences on health and health care of policies and practices of major global actors, the donor community and non-governmental and private actors - Develop methods of advocacy to influence decision makers on different levels to introduce policies that promote health and to abolish policies with adverse impact on health and health care
Pre-requirements	Students admitted to a Masters' degree Programme may join this course (e.g. TropEd Europe network). Proficiency in English at a level corresponding to TOEFL 550or IELTS 6.0 is expected.
Recommended previous knowledge	Medical doctors, psychologists, social scientists nurses and dentists and others with training at the bachelor level or higher in a relevant subject at a recognized institution can be admitted. Candidates with practical experience from policy making at local, national or international level will be given priority
Teaching Methods	The first 12 days of the course consists of a mixture

Heading in English	*Content*
	of lectures and group work/discussions on the 12 main topics described above. Each day will include a critical review of key papers on global health (approximately three hours reading per seminar). The students will be provided with a list of relevant literature, approximately 15-25 pages per seminar session. Students are required to participate in group work on assigned topics. The groups will present their work in sessions of 45 minutes pr. group. The last six working days will be reserved for individual studies and writing of an essay on a topic of the students' choice in the field of globalisation and health. - 24 hours lectures - 24 hours group work/seminars following the lectures - 36 hours individual study time in preparation for lectures - 24 hours work on group assignments - 42 hours essay writing
Compulsory Requirements	- Compulsory attendance in lectures and group work
Assessment methods	The assessment takes the form of a written assignment, an essay 2000-2500 words long + reference.
Grading Scale	ECTS credits A-E (F=Fail)
Reading list	Booklet of lecture notes, group work etc at the start of the course
Place of Teaching	Centre for International Health
Course Unit Evaluation	Online questionnaire (My Space)
Contact Information	Centre for International Health Tel: 55588560; e-mail: studie.cih@uib.no

INTH356 Observational epidemiology: Survey, cohort and case-control studies

Heading in English	*Content*
Code	INTH356
Name of course	Observational epidemiology: Survey, cohort and case-control studies
ECTS	5
Semester	Spring
Language of Instruction	English
Course Unit Level	Master and PhD
Responsible department	Center for International Health
Access to the Course Unit	Open to all registered students at Master and/or PhD level at the University of Bergen. Students admitted to a Master's Degree Programme may join this course (e.g. TropEd network).
Aim and Content	The course addresses critical methodological aspects of clinical and epidemiological studies relevant for interventions against poverty related diseases, including HIV infection, tuberculosis and malaria. - Epidemiology - an overview. Applications of surveys and surveillance - Random vs. non-random sampling, simple random sampling, sampling variability, estimates and confidence intervals, - Alternative sampling (Systematic, Stratified, Cluster), design effects and consequences for sample size calculation and data analysis exemplified with data sets. - Exercise: assignments on data analysis using real data sets: estimation, precision, design effect in surveys employing cluster sampling, non-participation bias (differential, use of sensitivity analysis to judge the magnitude of potential biases) - Brief introduction to logistic regression and assignment in the PC lab on confounding and interaction - Surveys on socioeconomic position (indicators, associations, calculating construct) - Overview of the cohort design, types of cohort studies, sample size calculations for cohort studies - Measures of disease occurrence, incidence, person-time - Calculation of person years and incidence rates - Bias in cohort, case control and survey studies - Confounding and effect modification - Interaction and confounding - Poisson regression - Points to remember in the planning and evaluation of cohort studies - General principles of case-control studies - Comparing case control studies with cohort studies - Types of case-control studies, including nested case-control studies - Sample size and power of case-control studies - Measurement of disease and exposure in case-control studies - Matching in case-control studies - The rare disease assumption is not always required in case-control studies - Case/control selection to reduce bias in case-control studies - The odds ratio as a measure in itself, as an approximation of relative risk and as a measure of incidence rate ratio in case control studies -- Analyses of nested case-control studies - Analysis of interaction in case-control studies - Evaluation of bias and confounding in case-control studies - Controlling for confounding during analysis of case-control studies - The Mantel-Haenszel pooled OR estimate

Learning Outcomes	At the end of the course the students should be able to: • Distinguish the principles of surveys, case-control and cohort

Heading in English	*Content*
	studies - and how the three designs differ from each other and from the design of randomized controlled trials • Calculate sample sizes for surveys, cohort studies, and matched and unmatched case control studies, based on simple random sampling and two-stage cluster sampling with stratification • Compare alternative sampling methods (stratified, systematic, cluster, non-random)analyse data sets from surveys, cohort, and case-control studies • Calculate precision and account for design effect in cluster sample surveys. • Distinguish the different types of cohort studies, i.e. prospective, retrospective and double cohorts • Distinguish the different types of case-control studies • Suggest relevant designs (plan) for case control and cohort studies and surveys • Compare principles and consequences of density based sampling of controls in case control studies and the importance of using incident rather than prevalent cases • Evaluate the direction and magnitude of selection- and information biases in case-control studies, cohort studies and surveys and discuss how to minimize the above mentioned biases during design and conduct of studies • Distinguish in stratified analysis potential confounding and interaction and ways to differentiate between the two, i.e. adjust for confounding factors using Mantel-Haenszel adjusted relative risk estimates and how best to present and interpret a stratified presentation of effect measures when interaction is present. This knowledge should be based on an understanding and ability to identify effect measure modification • Critically appraise the design, analysis and interpretation of studies conducted by other investigators • Communicate effectively with those involved in conducting public health research
Pre-requirements	Students admitted to a Master's degree Programme may join this course (e.g. TropEd Europe network). Good working knowledge of English (TOEFL score of at least 550 points paper-based or 213 points computer-based, or an equivalent approved test).
Recommended previous knowledge	
Teaching Methods	The pre-reading provides necessary background information to follow the course. Each day has a mixture of lectures and practical sessions, with group work or individual work on specific assignments and the use of the computer laboratory for data analysis under supervision. The lectures are interactive, and course participants are encouraged to ask questions and discuss during all sessions. The reference literature will be made available on the first day of the course through internet ("my space"). Each week new scientific papers will be handed out for reading, group work group and presentations/discussions in plenary together with the course facilitators/lecturers. About 40% of the course is lectures, 40% individual assignments or group assignments with supervision and work/discussions and 20% individual reading and lab exercises.
Compulsory Requirements	
Assessment methods	4-hour written exam consisting of short questions and problem-

Heading in English	*Content*
	solving questions and calculation.
Grading Scale	Pass/fail
Reading list	
Place of Teaching	Centre for International Health, University of Bergen
Course Unit Evaluation	Students evaluate the teaching according to the quality assessment requirements of the University of Bergen. The evaluation method is through an online electronic form.
Contact Information	Centre for International Health Tel: 55588560; e-mail: studie.cih@.uib.no

UNIVERSITETET I BERGEN
Det medisinsk-odontologiske fakultet

Referat– Utvidet forskningsledelse

Sak nr. 2014/498
Møtedato: 17.11.2014, kl. 14.30 -15.30.
Møtested: Styrerommet AHH, 4. etg.

Tilstede: Robert Bjerknes, Gülen Arslan Lied, Donald Gullberg, Odd Helge Gilja, og Tone Bjørge.

Forfall: Marit Grønning, Roland Jonsson, Anne Isine Bolstad Tore Borkhus.

Saksliste

Sak 32/14	**Innkalling og saksliste** Ingen merknader
Sak 33/14	**Utkast til referat fra møte 20.10.2014** Ingen merknader
Sak 34/14	**Orienteringssaker** - *NSG seminar om innovasjon som helsepolitisk område. 5. November 2014*. Robert Bjerknes orienterte. Program og presentasjoner er lagt ut på følgende hjemmeside: http://www.helseforsk.no/?page_id=197 - *NOS-M seminar om nordiske retningslinjer for PhD-utdanningen.* Robert Bjerknes orienterte. Formålet med seminaret var å se på muligheten for å utarbeide felles nordiske retningslinjer for PhD-utdanningen. PhD-utdanningen er organisert svært forskjellig i de ulike landene og eventuelle retningslinjer vil gjelde minimumskrav. Det ble videre diskutert å ta et initiativ for å utarbeide en portefølje av forskerkurs med nordisk status. Hvert land bidrar med to til tre kurs hver. Spørsmålet er om MOF har aktuelle kurs å spille inn i dette arbeidet ble fremmet. http://nos-m.org/news/nos-m-workshop-6-november-stockholm - *Ny overordnet strategi for NFR - inkl. forslag til ny programstruktur* Robert Bjerknes orienterte. Forskningsrådets hovedstyre arbeider med ny hovedstrategi. I tillegg jobber Forskningsrådet med å utvikle en ny programstruktur. Det er utarbeidet seks mål for strategiperioden som vil påvirke den nye programstrukturen. • styrke satsingen på grensesprengende forskning og nyskaping • styrke forskningen som bidrar til bærekraftige løsninger i samfunn og næringsliv • styrke satsinger som bidrar til et mer forskningsorientert og innovativt næringsliv • bidra til en offentlig sektor som utnytter forskning i fornyelsesarbeidet • bidra til økt internasjonalt samarbeid og EU-deltagelse • være et strategisk forskningsråd som bidrar til mer helhet og fornyelse i forskningssystemet

	Universitetet har gitt sine innspill til dette arbeidet. *For mer info.* *http://www.forskningsradet.no/no/Nyheter/Ny_hovedstrategi_pa_apen_horing/1254000757621/p1174467583739* - *Oppfølging etter nasjonalt forskningsdekanmøte: Forslag om nye nasjonale normer for professorkompetanse i medisin* Robert Bjerknes orienterte. Nye nasjonale normer for professorkompetanser er under utarbeiding og vil bli lagt frem for behandling i neste nasjonale dekanmøte i medisin. Retningslinjen vil kunne bidra til en mer samordnet vurdering av søkerne mellom universitetene.
Sak 29/14	**Drøftingssaker** 1. *Ny utlysning SFF høsten 2015 - prosess og prioriteringer* Neste utlysning av sentre for fremragende forskning – SFF – er planlagt fra Forskningsrådet høsten 2015. I tidligere runder har den interne prosessen startet med en prekvalifiseringsrunde der alle som ønsker det har levert søknadsskisser. Det er lagt opp til en tilsvarende prosess også denne gang. Det skal legges til rette for administrativt søknadsstøtte, og informasjon om prosessen skal sendes ut bredt. 2. *UiBs pilotprosjekt med søkbare midler til dekning av kostnader ved åpen publisering (Open Access) - erfaringer og synspunkter* Forskere fra Universitetet i Bergen kan søke om å få dekket forfatterbetaling til Open Access-publisering. Universitetet i Bergen har etablert en budsjettpost for kostnader ved Open Access-publisering som en forsøksordning i 3 år (2013-2015). Universitetsbiblioteket administrer budsjettposten og behandler søknader. Dette er et viktig tiltak og det meldes om gode erfaringer med ordningen. Av 232 søknader fikk MOF innvilget 118. I gjennomsnitt får hver ut 18 000 kroner.
Sak 30/14	**Aktuelt fra instituttene** **K1:** - Instituttets dag ble arrangert 12.-13. november. - Arbeide med å etablere forskergrupper er godt i gang. 30 grupper er etablert. **IBM:** - Instituttet har mange vitenskapelige ansettelser i prosess. - Arbeider med god integrering av de nytilsatte. **IGS:** - Opplever å har rekruttert færre phd-kandidater i år en tidligere. Færre UIB-stillinger og lav tilgang til midler i Helse-Vest er noen av årsakene til denne nedgangen. - Centre for Intervention Science in International Maternal and Child Health CISMAC har høy aktivitet og flere nyansettelser. - NFR har vært på befaring til CCBIO og CISMAC
Sak 31/14	**Eventuelt** *Ny senterdannelse.* Det skal settes ned en arbeidsgruppe som skal se på muligheten for å opprette et

	senter for ernæring.

Robert Bjerknes(s.

Anne Berit Kolmannskog (s.)