



*Dixon Anjejo, Ikali Karvinen (ed.), Eija-Riitta Kinnunen,
Gun-Britt Lejonqvist, Mary Njeru, Nehemiah Nyaundi, Jackie Obey*

**Master's Degree in Global
Health Care – The Curriculum**

Arcada University of Applied Sciences, Helsinki, Finland
Diaconia University of Applied Sciences, Helsinki, Finland
University of Eastern Africa, Baraton, Kenya

This project is supported in part by the Fetzer Institute

PUBLICATIONS OF THE DIACONIA UNIVERSITY
OF APPLIED SCIENCES

D Working papers 66

Publisher: Diaconia University of Applied Sciences

Coverphoto: Scanstockphoto

Layout: Ulriikka Lipasti

ISBN 978-952-493-217-2 (printed)

ISBN 978-952-493-218-9 (pdf)

ISSN 1458-3674 (Diaconia University of Applied Sciences)

Juvenes Print Oy

Tampere 2013

ABSTRACT

**Ikali Karvinen (ed.),
Gun-Britt Lejonqvist,
Eija-Riitta Kinnunen &**

Mary Njeru

Helsinki:

57 p.

ISBN

978-952-493-217-2 (printed) 1458-3674

978-952-493-218-9 (pdf)

**Master's Degree in Global Health Care
– The Curriculum**

Diaconia University of Applied Sciences, 2013

Publications of the Diaconia University of
Applied Sciences

D Working papers 66

ISSN

This publication presents the curriculum for Master's Programme in Global Health Care. The candidates are awarded the qualification of Master of Health Care. The Global Health Care programme will be offered at Diaconia University of Applied Sciences (Diak, Finland) as well as the University of Eastern Africa, Baraton (UEAB, Kenya) and the Arcada University of Applied Sciences (Arcada, Finland).

This value-based curriculum offer new way of approaching global health care. It focuses to the disaster preparedness and crisis management. The theoretical framework is based on the Leininger's Theory of Transcultural nursing and the values of love, forgiveness, compassion, participation and safety. The study Units are offered by the methods of blended learning including virtual studies and intensive learning symposium. The scope of this programme, in Finland, is 90 ECTS and 45 Credits in Kenya. The planning phase of this programme is funded by the John E. Fetzer institute in part and the implementation is piloted during the CRIPS HEI ICI Project period and this work is supported by official development aid from the Ministry for Foreign Affairs of Finland.

Keywords:

Emergency, Education and training
Disaster, Global Health, Management,
Values

Themes:

Education and training

Table of Contents

1 Program Description.....	7
2 Background.....	9
3 Name and Status of Institutions Awarding the Qualifications, Their Values.....	11
4 Students and Student Admission.....	13
4.1 Eligibility for Studies and the Language of the Program.....	13
4.1.1 Candidates.....	13
4.1.2 Language Tests.....	14
Exemption from the language test.....	14
4.2 Application Procedures and Enrolment.....	15
4.3 Name of Qualifications and Eligibility for Further Studies....	16
4.4 Students Status.....	16
4.5 Student Mobility.....	16
4.6 Study Guidance and Counseling.....	17
4.7 Tuition Fees.....	17
5 Expected Learning Outcomes.....	19
6 Studies and Structure of the Program.....	21
6.1 Practicum.....	22
7 Assessment.....	25
8 Implementation plans for study modules.....	27
8.1 Health Promotion and Prevention in Global Health (20 ECTS).....	27
Fundamentals of global health – introductory course (GHIC1).....	27
Basic epidemiology and health in a globalizing world (ILSGH1)...	30
HIV/AIDS prevention and management (NRSG616).....	33

8.2 Global Health in Emergency and Disaster Management (15 ECTS).....	35
<i>This study unit contains the following modules:</i>	
Global health policies and actors on the global arena (GHPA617)..	38
Crises, globalization and health care (GHCG712).....	40
8.3 Management, Leadership and Ethics in Global Health (10 ECTS).....	42
<i>This study unit contains the following modules:</i>	
Administration, management, leadership and professional development (AMLD1).....	42
Global health ethics and values (GHEV623).....	44
8.4 Research, Development and Innovation (10 ECTS).....	46
Biostatistics in global health – (GHEV 613) 5.....	46
Research and project methods (GHRP606).....	46
8.5 Master Thesis (30ECTS).....	49
Master’s thesis I (MT1).....	49
Master’s Thesis II (MT2).....	51
Master’s Thesis III (MT3).....	53
8.6 Elective studies.....	55
Elective Studies (ES1).....	55
8.7 Other studies.....	56
Further sources of information.....	57

1 PROGRAM DESCRIPTION

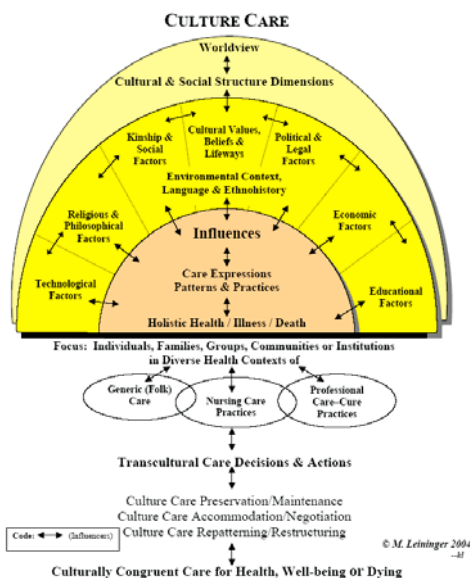
Degree program:	Master's Degree in Global Health Care
Qualification awarded:	Master of Health Care
Extent of degree in ECTS credits:	90 credits
Extent of degree in KCR credits:	45 credits, including 2 credits clinical practice
Instruction language:	English
Level of qualification:	The European Qualification framework level 7. This master's degree corresponds to a master's degree at the science university level.
Program established:	2012
Curriculum applies as of:	2014
Joint steering group of program:	Dr. Anjejo, Dr. Hakala, Dr. Karvonen, Ms. Hälikkä, Prof. Nyaundi, Ms. Njeru, Mrs. Wickström-Grotell, Ms. Obey, Ms. Muma, Ms. Grierson,
Joint partner universities:	<i>Arcada University of Applied Sciences</i> Jan-Magnus Janssonin aukio 1 00550 Helsinki, Finland <i>Diaconia university of Applied Sciences</i> , P.O. Box. 12, 00511 Helsinki, Finland <i>University of Eastern Africa, Baraton</i> P.O. Box 250, 30100 Eldoret, Kenya

Quality management: Diak and Arcada are audited by the Finnish higher Education Evaluation Council, and both universities of applied sciences currently apply a quality assurance system and implement quality assurance management procedures. The University of Eastern Africa, Baraton, is an institution of higher learning fully accredited by the Adventist Accrediting Association of the Seventh-day Adventist Schools, Colleges, Universities and Commission on Higher Education. The University of Eastern Africa, Baraton, was chartered by the Government of the Republic of Kenya in 1991.

2 BACKGROUND

“We seek a system that promotes compassionate care, respects the dignity of those who give and receive care, and promotes love and forgiveness through relationship-centered care” (The Fetzer Institute 2012, 16) This Master’s Degree Program in Global Health Care seeks interdisciplinary understanding in health issues and challenges to health in a changing and complex global situation. The main focus of the degree program is on questions of culturally congruent care for health, well-being and dying with- in different health systems and cultures. The program provides students with an opportunity to develop as professionals in four different key competence areas: 1) evidence- based global health and global health ethics and values,

2) global health research and development, 3) global health poli- cies and actors and global health management and leadership, and 4) Incident and emergency condi- tions work. The program is based on the theory of transcultural nursing by Madeleine Leininger (Picture 1). The ethical basis and values of love and forgiveness are emphasized in order to promote health systems that promote re- spect for individuals’ dignity and compassionate care.



The theory of transcultural nursing emphasizes the importance of culture in explaining health and health care work in health systems. In accordance with this theory, in the context of this program, we refer widely to the work done by advanced nurses and other advanced health professionals. Leininger visualized the dimensions of culturally congruent care and the *Culture Care Theory* in her *Sunrise* model (Picture 1). The same elements are present in the theoretical framework of this degree program (Picture 2).

This Master's Degree Program in Global Health is intended for students who would like to deepen their knowledge of 1) global health, 2) global health research, and 3) incident and emergency conditions work. The scope of the program in Finland is 90 ECTS and it takes from 1.5 to 2 years to complete, depending on each student's individual study plan. The maximum length of the studies is 2.5 years. The scope of the program for students enrolled at UEAB is 45 KCR. The crediting system is based on the Finnish and Kenyan national and institutional crediting requirements. The teaching language in this program is English.

CULTURAL & SOCIAL STRUCTURE DIMENSIONS WORLDVIEW	CORE VALUES	Master's Degree in Global Health Care- Degree programme in Applied Health Sciences 90 ECT, 45 KCR			FRAMEWORK FOR QUALITY HEALTH CARE
	LOVE	CULTURALLY CONGRUENT GLOBAL HEALTH DELIVERY			<ul style="list-style-type: none"> • Technological factors • Religious and Philosophical factors • Kinship and social factors • Cultural values, beliefs and life ways • Political and legal factors • Economic factors • Educational factors
		Focus: Individuals, Families, Groups, Communities, or institutions in diverse health context			
	FORGIVENESS	Health promotion and Prevention in Global Health (20 ECTS, 9 KCR)			
		Fundamentals of Global health – Introductory course (GHCF 611) (5 ECTS, 3 KCR)	Basic Epidemiology and Health situation in Globalizing World (GHEP 618) (10 ECTS, 3KCR)	HIV AIDS Prevention and management (GHHA 616) (5 ECTS, 3 CKCR)	
	COMPASSION	Global Health in Emergency and Disaster (15 ECTS, 9 KCR)			
		Emergency, Disaster preparedness and Management (GHED 620) (5 ECTS, 3 KCR)	Crises, Globalization and health care (GHCG 712) (5 ECTS, 3 KCR)	Global health Policies and actors on the global arena (GHPA 617) (5 ECTS, 3 KCR)	
	PARTICIPATION	Management, Leadership and Ethics in Global Health (10 ECTS, 6+5KCR)			
		Global health Ethics and values (GHEV 623) (5 ECTS, 3 KCR)	Administration, Management, Leadership and Professional development (GHAM 721) (5 ECTS, 3 KCR)	Global Health Practicum (GHCP 711) (3 KCR) and Christian Bioethics 2 (RELT 705) 2 KCR (UEAB ONLY)	
	SAFETY	Research, Development and Innovation (10 ECTS, 6 KCR)			
Biostatistics in Global Health (GHBS 613) (5 ECTS, 3 KCR)		Research and Project Methods (GHRP 606) (5 ECTS, 3KCR)	Comprehensive Examination (UEAB ONLY) 1 KCR		
Master Thesis (30ECTS, 9 KCR)					
Master Thesis I (MT1) (5 ECTS, 3 KCR)	Master Thesis II (MT2) (10 ECTS, 3 KCR)	Master thesis (MT3) (15 ECTS, 3 KCR)			
Elective Studies (5ECTS)					
Elective studies (ES1) (5 ECTS) Diak and Arcada onl					

ECTS= European credit transfer system (27 hours), KCR= Kenyan credits (45 hours), CKR= Kenyan Clinical credits

Picture2. The theoretical framework of the program based on the model of transcultural nursing by Madeleine Leininger. ECTS= European Credit Transfer System (27 hours of student work), KCR= KCR (45 hours of student work), CKRC = Kenyan clinical credits ECTS= European Credit Transfer System (27 hours of student work), KCR= KCR (45 hours of student work), CKRC = Kenyan clinical credits

3 NAME AND STATUS OF INSTITUTIONS AWARDING THE QUALIFICATIONS, THEIR VALUES

This master's degree program is jointly organized by the coalition of three accredited higher education institutions in Finland and Kenya: Diakonia University of Applied Sciences (later Diak, established in Finland), Arcada University of Applied Sciences (established in Finland) and University of Eastern Africa, Baraton (later Baraton, established in Kenya). All partners are officially accredited institutions in their own countries. These partner universities are committed to conducting this joint master's degree program in accordance with the requirements of the respective national legislations and the internal regulations of the partner universities (Diak, Arcada and UEAB 2012). The work carried out to plan the program was supported in part by the Fetzer Institute.

The pedagogical activities in this program are based on the partner universities' values, strategies, pedagogical interests, principles and research areas:

Diak: Diak's values are based on Christianity; therefore, we emphasize the human dignity of each person. Diak is committed to social justice, solidarity and the empowerment of people. It aims to train people to influence social change, work for a multicultural society and fight against social exclusion. (Diakonia University of Applied Sciences 2012a, please see also the attached files: Diakonia University of Applied Sciences 2009, file 1 and file 2.)

Arcada: Arcada's values are based on human rights and dignity, stressing equality among persons and different cultures. Arcada's mission is to educate innovative, critically-thinking and ambitious experts for the fu-

ture working life and for sustainable social development. Arcada's specific core competences in the Department of Health and Welfare include health promotion, social participation and safety.

UEAB: University of Eastern Africa, Baraton, provides and advances holistic, high-quality Christian education which develops men and women into earnest seekers of truth, adequately equipped with appropriate knowledge, skills and attitudes for the service of God and humanity. (University of Eastern Africa Baraton 2010)

Furthermore, this degree program emphasizes the core values and virtues of love, forgiveness and compassionate care in global health settings. The mission of this program is to promote a type of education which makes it possible for students to realize their full selves physically, emotionally, socially and spiritually, emphasizing health and healing and that honor the health of communities. (FAC 2011)

This program is developed in close collaboration with three main working-life partners: Finn Church Aid, Filha and Kendu Adventist Hospital.

4 STUDENTS AND STUDENT ADMISSION

Each of the three universities will admit their students according to their own admission criteria.

4.1 Eligibility for Studies and the Language of the Program

4.1.1 Candidates

Any candidate with a suitable bachelor's degree in nursing or allied health sciences (midwifery, occupational therapy, public health nursing, physiotherapy, paramedics, medical laboratory sciences, clinical medicine, medicine, public health, dietetics or nutrition) can apply. In addition, candidates applying to Diak and Arcada must have at least three years of relevant work experience (work experience requirement must be acquired after graduation date from the Bachelor's Degree). For candidates applying to UEAB under academic admission criteria, the requirements will be, according to UEAB's graduate bulletin, a minimum GPA of 3.00 and for provisional admission, a GPA of 2.67. They also must have at least two years of relevant work experience. In this master's program, the partner universities use common admission criteria but all candidates must also meet the national and institutional admission criteria in each country. The applicants must also have a sufficient knowledge of English, which is the language of instruction in the program.

4.1.2 Language Tests

Language tests required of candidates applying to Diak or Arcada

Applicants who are not citizens of any EU/EEA country must provide proof of their English language skills to the admissions office of the UAS of their first preference by the given date (in Finland). In order for applicants to prove their English language skills, they must provide evidence that they fulfil one of the following minimum requirements: Cambridge ESOL's Certificate of Proficiency in English (CPE) or Cambridge ESOL's Certificate in Advanced English (CAE) lever C. Pearson test of English (General test level 4 and Academic 51) or IELTS score academic level 6,0 or TOEFL score 550 in paper-based testing or 79-80 in internet -based testing, or skills level 4 in English in the National Certificate of Language Proficiency. Both TOEFL and IELTS test results are valid for two years. The National Certificate of Language Proficiency does not have a set date of validity. TOEFL scores are accepted only directly from the Educational Testing Service.

In addition, upper secondary level school education in English completed in Great Britain, Ireland, the United States, Canada, Australia or New Zealand, and bachelor's and master's degrees completed in English in one of these countries, are also accepted as evidence of sufficient English language skills. Bachelor's and master's degrees completed in English in any EU/EEA country are also accepted as evidence of sufficient English language skills.

Applicants' language skills are evaluated on a pass/fail basis in the language test included in the entrance examination. Applicants who fail the language test are barred from admission.

Exemption from the language test

Applicants (citizens of EU/EEA countries), who are not obliged to send proof of their language skills, can be exempted from the language test, if they provide certificates of their language skills to the UAS of their first preference no later than on announced date. The minimum English language skill requirement is Cambridge ESOL's Certificate of Proficiency in English (CPE) or Cambridge ESOL's Certificate in Advanced English (CAE) lever C. Pearson test of English (General test level 4 and Academic 51) or IELTS score academic level 6.0 or TOEFL score 550 in paper-based testing/79-80 in internet-based testing, or grade C in the Finnish matriculation examination

in advanced level English (IB-examination grade 4 completed in Finland, Reifeprüfung –examination grade 7 completed in Finland or EB-examination grade 6.00-6.95), or skills level 4 in English in the National Certificate of Language Proficiency. Both TOEFL and IELTS test results are valid for two years. The National Certificate of Language Proficiency does not have a set date of validity. TOEFL scores are accepted only if they are delivered directly from the Educational Testing Service (ETS).

Language tests required of candidates applying to UEAB

The language test requirements are available from the University of Eastern Africa, Baraton.

4.2 Application Procedures and Enrolment

Since this master's degree program is offered by three higher education institutions located in Finland and in Kenya, students are required to submit their formal applications using the official system of the respective partner university. Students who apply to Diak or Arcada are required to apply according to the separate, yearly updated requirements, whereas students applying to Baraton are required to submit their official applications on the form supplied by the University of Eastern Africa, Baraton. The application form is also available on the website of UEAB (www.ueab.ac.ke). (application 2014: Official application in paper form to Diak and Arcada).

Student selection is based on the grades students receive on their bachelor's theses as well as their work experience, and in the case of Arcada and Diak, also on entrance examinations. Entrance examinations are the same for all applicants. The application and student selection procedures are handled by the joint admission group. Applicants with complaints concerning the admission procedure should submit the complaint to the institution responsible for the issue.

At first, a total of 40 students will be selected (25 for UEAB, 5 for Arcada, 10 for Diak). Entry criteria and admission procedures are regulated by each university in accordance with the national legislation (Diak, Arcada and UEAB 2012).

4.3 Name of Qualifications and Eligibility for Further Studies

The name of the qualification received after the completion of this program is *Master of Health Care*. This master's degree, earned in one of the partner universities, is equivalent to master's degrees earned in science universities within the area of the European Union. Students admitted to this master's program remain, for the length of the program, enrolled at their home universities. Degree certificates are awarded to students who complete their degrees. The home universities issue the graduates diplomas and diploma supplements certifying the degree and the result obtained, in compliance with the regulations of the respective university. The diplomas or diploma supplements include official transcripts of records from all relevant partner universities. Diplomas include an acknowledgement of the universities' joint responsibility for the Master Program in Global Health Care and the logos of the partner universities. (Diak, Arcada and UEAB 2012.) Students are eligible for post-graduate studies at foreign universities. The eligibility criteria vary per country.

4.4 Students Status

When students enroll in one of the partner universities, they receive student status in all partner institutions. This status brings with it all the relevant rights and services and also, possibly, fees. These students have the right to study. Cooperation among students is encouraged.

4.5 Student Mobility

Some of these studies require student mobility since they are organized to take place in other countries. Students must cover the costs of studies abroad themselves or through scholarships possibly available for them. Students are also responsible for their own travel arrangements, visas and residence permits including all needed documentation and travel insurance, which we may itemize to include the following:

- Travel to and from the university abroad
- Books, stationery etc.

- Travel documentation, visas etc.
- Travel, accommodation and living expenses
- Student association/general services charges
- International insurance coverage relevant to stay in a given country
- Medical costs including vaccinations (Diak, Arcada and UEAB 2012).

All students admitted to this master's program will be subject only to the tuition fees of their home university if such fees are charged (Diak, Arcada and UEAB 2012).

4.6 Study Guidance and Counseling

All students are guided to draft Individual Study Plans (ISP) for their studies. The purpose of an ISP is to recognize the prior studies and other prior learning. Each partner university has its own guidelines for identifying and recognizing prior learning. Each partner university also monitors and controls students' progress. Students have the right to study guidance and counseling offered by the higher education institution in which they are enrolled.

4.7 Tuition Fees

Candidates who have been selected to study at the University of Eastern Africa, Baraton, are required to pay tuition fees according to instructions specified by the school. For students selected to study in Finnish universities of applied sciences (Arcada, Diak), education is free of charge. All students must pay for their study materials, housing and travel costs themselves, as stated above.

5 EXPECTED LEARNING OUTCOMES

Upon completing this program successfully, graduates will have mastered four broad competency domains and achieved the following general learning outcomes within these areas:

I Competency area one: Evidence-based global health, global health ethics and values

Graduates will be able to:

- lead work and operate in the global environment
- work ethically on the basis of the core values of global health work
- analyze information concerning human rights and apply that information to their work
- promote and lead global health work on the basis of research evidence from nursing and other relevant fields.

II Competency area two: Global health research and development

Graduates will be able to:

- use available global health data to analyze situations of global health and health systems
- evaluate and generate knowledge of global health
- use a range of different quantitative and qualitative research methods and development techniques to structure new, innovative approaches to global health
- interpret and apply statistical global health data
- lead and manage projects to successful completion with the available guidance and resources and within the given timescales.

III Competency area three: Global health policies and actors, global health management and leadership

Graduates will be able to:

- analyze and apply the current international health policies and strategies in the field of global health
- identify global health actors at local, national and international levels, recognizing their roles in disease prevention and health promotion, leading the work in such organizations
- identify and evaluate the role of faith-based organizations in disease prevention and health promotion
- apply different management theories and methods in their work.

IV Competency area four: Emergency and disaster management

Graduates will be able to:

- use relevant definitions and concepts of incident and emergency condition work
- lead emergency conditions and disaster work at local, national and international levels
- respond to the challenges of preparedness training in health care
- compose preparedness plans, carrying out risk and resource analyses
- recognize the role of management, leadership and communication in emergency conditions and disaster work, applying, respectively, appropriate methods when leading such work
- know the early warning and communication systems and be able to use them
- support people's social, psychological and spiritual needs in emergencies.

These competency areas are supplemented by the generic competences specified for master's level education by Arene: learning competence, ethical competence, working community competence, innovation competence and internationalization competence. (Please see Auvinen et al. 2010)

6 STUDIES AND STRUCTURE OF THE PROGRAM

The studies of this program are based on level 7 of the European Qualifications Framework (EQF), Kenyan Commission for Higher Education Guidelines for Curriculum Design for University Academic Programs (2009), the Graduate Studies Bulletin (UEAB 2012). The curriculum has been approved by each partner university. The learning approach of the studies focuses on both social interaction and individual responsibility. The studies are provided in the form of blended learning including university-based education and training, distance learning, jointly organized intensive learning symposiums, supervised final projects and virtual and contact lectures and seminars. Online courses are accessible via the internet at <http://fronter.com/diak>. The implementation of the studies may vary slightly according to the university in which students are enrolled.

The first semester offers a common ground in the foundations of global health, research methods and global health needs in terms of global health problems, such as tropical diseases, HIV and AIDS. During the second semester, students are introduced to advanced methods of research and innovation. During the third semester, students acquire skills for emergency and disaster management. Students have the possibility to study 5 ECTS credits' or 3 KCR credits' worth of elective and applied studies provided by partner universities or other relevant higher education institutions, including virtual studies.

6.1 Practicum

Practicum applies only to students of University of Eastern Africa, Baraton. They will be expected to do clinical practice in a hospital setting in order to acquire specific skills in areas such as HIV/AIDs and special groups of patients such as those with communicable diseases. Practicum also includes community assessments in the form of surveys in different locations in Kenya, which students from collaborative universities can take part in.

The study modules should be completed in the following order:

YEAR	Module	ECTS
Year one Theme: Global Health foundations & incident and emergency conditions work	Fundamentals of global health– introductory course (GHCF 611)	5
	Biostatistics in global health (GHBS613)	5
	Basic epidemiology and health situation in globalizing world (IGHEP 618)	10
	Emergency disaster preparedness and management (GHED 620)	5
	Global health policies and actors on the global arena (GHPA 617)	5
	Global health ethics and values (GHEV 623)	5
	HIV/AIDS prevention and management (GHHA 616)	5
	Research and project methods (GHRP 616)	5
	Administration, management, leadership and professional development (GHAM721)	5
	Year two Theme: Global Health research, development and innovation	Crises, globalization and health care (GHCG 712)
Master's thesis, Study module I (MT1)		5
Master's thesis, Study module II (MT2)		15
Christian bioethics (UEAB ONLY) (RELT 705)		-
Master's thesis, Study module III (MT3)		10
Global health practicum (UEAB ONLY)		-
Comprehensive examination (UEAB ONLY)		-
Elective Studies (ES1) Can be completed during the first, second or third semester (Diak and Arcada ONLY)		5
REQUIRED NUMBER OF TOTAL CREDITS (ECTS)		90 ECTS credits

Table 1. Study modules and credits.

Each university will provide the number of credit hours according to its policy. Master's students will develop their research proposals concurrently with course work, conducting their research in their free time during the second year. External examiners, all from the partner universities, can receive theses sent to them online.

7 ASSESSMENT

Learning outcomes are assessed in accordance with the program's expected learning outcomes and the key learning outcomes of each study module.

Grading the work of students enrolled at Diak or Arcada takes place on the scale of zero to five (0 – fail, 1 – sufficient, 5 – excellent) or pass/fail, depending on the study module. The grading scale for Kenyan students and the equivalency with the European grading scale are introduced in Table 1, *Study modules and credits*.

The following criteria will be used to grade students' work:

Kenyan percentage grade	Kenyan letter grade	Kenyan GPA points	European grading (Arcada and Diak)
80-100%	A	4.00	5
75-79%	A-	3.67	4
70-74%	B+	3.33	3
65-69%	B	3.00	3
60-64%	B-	2.67	2
55-59%	C+	2.33	2
50-54%	C	2.00	1
45-49%	C-	1.67	0 Fail
40-44%	D	1.00	0 Fail
0-39%	F	0.00	0 Fail

Each UEAB student should complete 45 credit hours in order to qualify for graduation.

All master's theses are examined by an internal and an external examiner, one from Kenya and one from Finland.

8 IMPLEMENTATION PLANS FOR STUDY MODULES

8.1 Health Promotion and Disease Prevention in Global Health (20 ECTS)

This study unit contains the following modules:

Fundamentals of global health – introductory course (GHCF611) 5 ECTS/3 KCR	Basic epidemiology and health situation in globalizing world (GHEP618) 10 ECTS/3 KCR	HIV/AIDS prevention and management (GHHA616) 5 ECTS/3 KCR
--	--	---

Module 1

Fundamentals of global health – introductory course (GHIC1)

In brief: This course introduces the students to global health and the terminology used in the field. The students learn about the meaning of globalization and development in relation to the central aspects of health, and they also learn to analyze the importance of human rights and gender equality in global health discussion. The course also explains various global health strategies and the role of nursing and allied health sciences in delivering health care. The course places special emphasis on the value of love and forgiveness in the community.

Scope: 5 ECTS, 3 KCR

Minimum number of participants: 15

Maximum number of participants: 40

Implementation method: Virtual studies, learning assignments, possibly virtual lectures

Implementation location: Virtual

1. Expected learning outcomes

After completing the course, students will be able to:

- analyze the meaning of globalization and development in relation to the central aspects of health
- be informed and make ethical decisions on the basis of the central values of love, forgiveness, compassion and participation
- analyze the importance of human rights and gender equality in global health discussion
- use the terminology of global health as well as critically explain the main health indicators and health determinants
- explain, with the help of the most current research, the most significant causes of illness and communicable and non-communicable diseases
- explain the role of disease prevention and health promotion
- analyze the different models and structures of health care and discuss the impacts of various cultural aspects upon health
- explain the content and meaning of different global health strategies and the role of nursing and allied health sciences in delivering the health care

2. Core contents

1. Development and globalization

2. Global health challenges

- Disease prevention and surveillance
- Communicable and non-communicable diseases

3. Basic concepts of global health
 - Health indicators
 - Social determinants of health
 - Health transition

4. Global health ethics and values
 - Human rights
 - Gender issues

5. Health systems
 - Cultural aspects of health
 - Challenges and possibilities of alternative health care

6. Global health strategies
 - UN Millennium Development Goals
 - Health 2020 program
 - National strategies
 - Health promotion

7. The role of nursing and allied health sciences in global health
 - Theories of transcultural nursing
 - Health care worker crises

Evaluation: Approved/Failed

Possibilities to retake the course:

Alternative ways of taking the course:

Recognition of prior studies and other learning: Please contact the person in charge of the course and a study counselor.

Module 2

Basic epidemiology and health situation in globalizing world (ILSGH1)

In brief: The aim of this intensive course in global health is to familiarize the students with epidemiological concepts. These concepts include the basics concepts such as incidence, prevalence and mortality. The students are familiarized with Leininger's theory of transcultural nursing, among other theories. This basic course presents various approaches to global health research in order to enable the students to conduct community analyses, learn the local situation, then compare the local situation to the global health situation.

Scope: 10 ECTS, 3 KCR. This study unit contains two credits' worth of elective studies for students enrolled in Arcada or Diak, and two credits' worth of studies in Christian bioethics for students enrolled in UEAB. The course outline for Christian bioethics is available in Fronter.

Minimum number of participants: 15

Maximum number of participants: 40

Implementation method: This study unit forms a part of an intensive learning symposium which takes place in Kenya, in combination with studies in Biostatistics. Lectures and tutorials, practical exercises, study guidance and counseling, learning assignments, field work and an examination. The detailed course outline and program are delivered at the beginning of the study module

Implementation location: The area surrounding the Kendu Adventist Hospital or some other relevant area in Kenya, and the University of Eastern Africa, Baraton. *This jointly organized intensive learning symposium requires student mobility.*

Expected learning outcomes:

After completing the course, students will:

- know the values, strategies and visions of each partner university

- be familiar with the structure and study modules of this master's program
- be able to plan their studies according to the program structure and their finalized individual study plans
- know how to use online study and information services
- be familiar with Leininger's theory of transcultural nursing
- be familiar with the basic approaches to global health research and research ethics
- be able to complete a community analysis to understand the local situation, comparing it to the global health situation
- be familiar with the following issues:
 - theoretical basis of global health
 - global burden of diseases, tropical diseases.

Core contents:

- Introduction to Arcada University of Applied Sciences, Diaconia University of Applied Sciences and University of Eastern Africa, Baraton: values, strategies, visions.
- Introduction and overview of the Master's Degree Program in Global Health Care: study modules, the final project, learning methods, study guidance and counseling, online studies and the Fronter platform, individual study plans.
- Study ethics: plagiarism, student and teacher responsibilities
- Systematic information seeking and use of electronic library services
- Theoretical basis of global health studies: key concepts
- Introduction to Leininger's model of transcultural nursing
- Global health situation
- Global burden of diseases
- Global health, global health research and research ethics

Evaluation: Approved/Failed

Possibilities to retake the course: No other opportunities

Alternative ways of taking the course: No other opportunities

Recognition of prior studies and other learning: Please contact the person in charge of the course and a study counselor

Module 3

HIV/AIDS prevention and management (NRSG616)

In brief: This course is designed to assist the students in developing in-depth knowledge of various issues regarding HIV/AIDS and the care of affected persons. The aspects covered include the epidemiology of the disease, role of voluntary counseling, prevention of mother-to-child transmission, antiretroviral therapy, home-based care, policies and legislation on HIV/AIDS prevention, management of tuberculosis and other opportunistic infections, and positive living with these diseases. The World Health Organization guidelines, policies and advocacy levels are highlighted. The course emphasizes the role of family members in love and forgiveness in the care of persons infected with the HIV virus and also self-forgiveness by persons suffering from these diseases.

Scope: 5 ECTS, 3 KCR

This course is designed to assist the students in gaining an in-depth knowledge of various issues regarding the prevention, care and management of HIV/AIDS and the counseling of affected persons.

Minimum number of participants: 15

Maximum number of participants: 40

Implementation method: Virtual studies, learning assignments, virtual lectures, field practice, a written final exam

Implementation location: Virtual and face-to-face learning at Diak and Baraton

Expected learning outcomes:

After completing the course, students will:

- understand key concepts related to HIV/AIDS
- be familiar with national and international legislation and policies on HIV/AIDS

- understand the management and prevention of HIV infections, see their implications to health workers and the community, and be able to design action plans
- know the epidemiology of HIV/AIDS
- understand sociocultural aspects of HIV/AIDS
- be able to work with a community for HIV/AIDS prevention.

Core contents:

- Epidemiology
- Role of voluntary counseling and testing
- Prevention of mother-to-child transmission
- Antiretroviral therapy
- Home care and community-based care
- Impact assessment
- Policies and legislation on HIV/AIDS prevention
- Health promotion and positive living

Evaluation: Examination according to local university policies

Recognition of prior studies and other learning: Please see further information on the Fronter platform.

8.2 Global Health in Emergency and Disaster Management (15 ECTS)

This study unit contains the following modules:

Emergency, disaster preparedness and management (GHED620) 5 ECTS / 3KCR	Crises, globalization and health care (GHCG712) 5 ECTS/3 KCR	Global health policies and actors in global arena (GHPA617) 5 ECTS/3KCR
---	--	---

Module 4

Emergency, disaster Preparedness and management (GHED620)

In brief: This course helps the students analyze the factors behind global interdependences, development and future prospects by using theories of globalization. The course also teaches the students concepts such as *disaster preparedness and response* and *rapid assessment* as well as the basic approaches, ethical principles and legal bases applied in humanitarian action. Current humanitarian crises often take place in complex situations. Climate changes and political tensions between countries and regions create new types of disasters, which demand disaster preparedness at the national and local levels. Disaster response demands specific preparedness among health professionals. In humanitarian crisis settings, health professionals are required to have strong interpersonal skills, to be able to work in inter-professional teams and contexts, and to have a strong professional basis for their actions.

Scope: 5 ECTS, 3 KCR

Minimum number of participants: 15

Maximum number of participants: 40

Implementation method: Virtual studies, learning assignments, virtual lectures

Implementation location: Virtual

Expected learning outcomes:

After completing the course, students will be able to:

- analyze the factors behind global interdependences, developments and future prospects by using theories of globalization
- use the concepts of disaster preparedness and response, and apply the basic approaches, ethical principles and legal bases appropriate for humanitarian action
- understand the challenges, tasks and roles of the health care sector in a humanitarian response
- lead health care actions to establish and maintain preparedness for terrorism and bioterrorism
- develop multidisciplinary interaction in response to the global challenge of displaced persons
- utilize information about disaster response in their work
- meet the requirements of disaster nursing
- understand the ethics of humanitarian aid to evaluate these ethical principles
- understand the meaning of love and forgiveness in global health work.

Core contents:

I Basics of international humanitarian aid within the health context

- Theories of globalization and global interdependence
- Key concepts in disaster preparedness and response
- Ethics of humanitarian aid: the code of conduct in humanitarian action
- The legal basis of humanitarian action
- The cluster approach in international humanitarian response; international humanitarian actors in the field, humanitarian actors in inter-agency cooperation

II Aspects of effective disaster management

- Emergency preparedness, rapid assessment and response
- Project cycle and its management in humanitarian response
- Security in humanitarian settings

- Use of the SPHERE Handbook in disasters
- Evaluation of emergency response and debriefing

Implementation: Virtual lectures, individual assignments

Exam: Further information during the introduction to the course

Evaluation: 1–5, Fail

Possibilities to retake the course: Spring/Fall 2016

Alternative ways of taking the course: No other opportunities

Recognition of prior studies and other learning: Please see separate instructions.

Module 5

Global health policies and actors on the global arena (GHPA617)

In brief: This course familiarizes the students with the main international organizations in the field of global health. The course helps the students become conversant with health policies at different levels. It also introduces the students to different Non-Governmental Organizations (NGOs) and faith-based organizations as well as their roles in the field of global health. The policies studied during the course emphasize the role of love and forgiveness in global health.

Scope: 5 ECTS, 3 KCR

The aim of this study module is to provide the students with an overall view of global health policies, the main actors and their functions in international work.

Minimum number of participants: 15

Maximum number of participants: 40

Implementation method: Virtual studies, learning assignments, virtual lectures

Implementation location: Virtual

Expected learning outcomes:

After completing the course, students will be familiar with:

- the main international organizations in field of global health
- health policies at different levels
- the role of NGO's and faith-based organizations in global health.

Core contents:

- Current priorities in global health

- The United Nations, its organizations and specialized agencies, and their role in global health
- The role of the Group of Eight (G8), the World Bank and the European Commission in global health
- The role of legally independent public-private organizations, such as Global Alliance for Vaccines and Immunization (GAVI), Global Fund to Fight AIDS, Tuberculosis and Malaria (GFATM), and their role in global health
- The role of international health organizations, international diaconal work and faith-based organizations in global health
- Advocacy and fundraising
- Links between humanitarian aid, post-disaster aid and development aid

Evaluation: 1–5, Fail

Possibilities to retake the course:

Alternative ways of taking the course:

Recognition of prior studies and other learning: Please contact the person in charge of the course or a study counselor.

Module 6

Crises, globalization and health care (GHCG712)

In brief: This study unit builds a basis for a professional humanitarian response in health-related issues. The students will gain the awareness, understanding and skills essential for an effective health-related response in a humanitarian crisis. The students will understand the various aspects of effective disaster management and the specialized process of building mental health services in humanitarian settings. The students will also gain the knowledge required to master the supportive methods of psychology to help disaster victims.

Scope: 5 ECTS, 3 KCR

Minimum number of participants: 15

Maximum number of participants: 40

Implementation method: Virtual studies, learning assignments, virtual lectures

Implementation location: Virtual

Expected learning outcomes:

After completing the course, students will:

- understand the aspects of effective disaster management as well as the specialized process of building mental health services and health services in humanitarian settings
- understand the meaning of interdisciplinary cooperation in humanitarian settings
- be able to work in international governmental or non-governmental agencies involved in humanitarian action
- be able to evaluate interventions and identify examples of good practice
- master supportive methods of psychology to help disaster victims.

Core contents:

I Health-related risks in disaster settings

- Principles of communicable disease risk assessment and control in emergencies
- Epidemiology and health
- Public health problems in humanitarian settings
- Evaluation of aspects of health and nutrition
- Evaluation of health issues related to water and sanitation in humanitarian settings

II Health-related responses in disaster settings

- Counseling traumatized victims
- Dealing with victims of torture and genocide
- Methods of crisis intervention
- Psychosocial support for and among displaced communities
- Psychosocial support for children and women (GBV)
- Personal health of aid workers
- Promotion of nutrition, sanitation and hygiene

Implementation: Virtual lectures, individual assignments

Evaluation: 1–5, Fail

Possibilities to retake the course: Spring/Fall 2016

Alternative ways of taking the course: No other opportunities

Recognition of prior studies and other learning: Please see separate instructions.

8.3 Management, Leadership and Ethics in Global Health (10 ECTS)

This study unit contains the following modules:

Global health ethics and values (GHEV623) 5 ECTS/3 KCR	Administration, management, leadership and professional development (GHAM721) 5 ECTS / 3 KCR
--	--

Module 7

Administration, management, leadership and professional development (AMLD1)

In brief: This course is designed to enable the students to develop the knowledge, skills, confidence and competence to effectively function in leading and administrative duties. They will be able to analyze local and international trends in global health care to enhance specialist practices, set and evaluate standards to enhance the quality of health services, and apply constructive methods of leadership in solving health problems.

Scope: 5 ECTS, 3 KCR

Minimum number of participants: 15

Maximum number of participants: 40

Implementation method: Virtual studies, learning assignments, virtual lectures

Implementation location: Virtual

Expected learning outcomes:

After completing the course, students will be able to:

- analyze local and international trends in global health care to enhance specialist practices
- analyze current ethical issues and develop appropriate policies

- reflect on their own competences
- plan and implement applicable interventions
- set and evaluate standards to enhance the quality of services
- understand the meaning of culture in different organizations
- apply constructivist methods in leadership.

Core contents:

- Cultures in different organizations
- Constructivist leadership
- Self-management
- Diversity management
- Process management
- Management in crises, crises communications
- Professional and team work
- Quality management

Implementation: Overview lectures, discussions at the online platform, self-directed learning, assignments, a final online exam

Evaluation: 1–5 or according to the rules of the relevant local university

Final online exam: Please see the timetable on the Fronter-platform.

Alternative ways of taking the course: No other opportunities

Recognition of prior studies and other learning: Please see separate instructions.

Module 8

Global health ethics and values (GHEV623)

In brief: The overall objective for this course is to give the global health students the opportunity to realize their full selves as professionals and discuss the meaning of ethical values in the global health context. The students who are able to understand the meaning of love and compassion as instruments for a better understanding of health care are also able to explain the meaning of human dignity and relationship-centered care in the context of global health. Furthermore, the students are taught how to identify and analyze human rights violations, enabling them to apply human rights perspectives in solving global health problems.

Scope: 5 ECTS, 3 KCR

Minimum number of participants: 15

Maximum number of participants: 40

Implementation method: Virtual studies, learning assignments, virtual lectures

Implementation location: Virtual

Expected learning outcomes:

After completing the course, students will be able to:

- describe the ethical basis of global health
- understand the meaning of love and compassion as instruments for better understanding of health care
- explain the meaning of human dignity and relationship-centered care in the context of global health
- identify and analyze human rights violations and apply human rights perspectives
- explain the factors which support or threaten human rights and ethical work in the global community

- identify and combat health-related stigmatization

Core contents:

- Human rights
- Global health ethics
- Love, forgiveness and compassionate care
- Health-related stigma
- Relationship- centered care

Evaluation: Approved/Failed

Possibilities to retake the course:

Alternative ways of taking the course:

Recognition of prior studies and other learning: Please contact the person in charge of the course and a study counselor.

8.4 Research, Development and Innovation (10 ECTS)

This study unit contains the following modules:

Biostatistics in global health – (GHEV 613) 5 ECTS / 3 KCR	Research and project methods (GHRP606) 5 ECTS
---	--

Module 9

Biostatistics in global health – (GHEV 613) 5

This research module is implemented as a part of an intensive learning symposium. This course introduces the students to statistics in research. It covers descriptive and inferential statistics, normal distribution, probability distribution, t and f distributions, estimations and tests of hypothesis and the chi-square test. It also covers data tabulation, analysis of variance, linear correlation and regression. The analysis of data in qualitative research, and parametric and non-parametric survival analyses are also taught. More information is available in Fronter.

Module 10

Research and project methods (GHRP606)

In brief: The aim of this course is to provide the students with in-depth knowledge about different qualitative and quantitative methodologies in global health research and the abilities to independently carry out research and develop projects for the benefit of their communities.

Scope: 5 ECTS, 3 KCR

Minimum number of participants: 15

Maximum number of participants: 40

Implementation method: Virtual studies, learning assignments, virtual lectures, a written exam

Implementation location: Virtual

Expected learning outcomes:

After completing the course, students will be able to:

- read and analyze scientific articles, reports and theses with qualitative and quantitative approaches in the field of global health
- understand the significance of methodology and that of choosing the right methods for the purpose of gaining the required information
- independently plan and implement qualitative and quantitative research designs
- identify research problems, formulate the purpose of research, formulate the research questions, formulate the measuring instrument bases on prior knowledge, make selections, code and carry out analyses and interpret their results
- relate the choice of method to the research problem
- understand the significance of an ethical view in research
- understand the scientific dialog and argumentation in the field of global health research
- write and present scientific texts.

Core contents:

- Methodologies and methods in the human sciences such as the grounded theory in ethnography
- Data collecting methods (surveys, interviews, observations, experiments and trials), analyses and interpretation with a focus on applied research and global health questions
- Validity and reliability of different methods
- Research designs, research ethics
- Operationalizing, measuring instruments and the problems of measurements
- Procedures of selection, gathering of data, drop-out analysis, and the processing of the gathered data
- ‘Multivariate’ statistics
- Statistical graphics

Implementation: Virtual studies, assignments and an examination

Evaluation: 1–5, Fail

Possibilities to retake the course:

Alternative ways of taking the course: No other opportunities

Recognition of prior studies and other learning: Please contact the person in charge of the course or a study counselor.

8.5 Master's Thesis (30ECTS)

This study unit contains the following modules:

Master's thesis (30 ECTS)		
Master's thesis I (MT1) 5 ECTS/3 KCR	Master's thesis II (MT2) 10 ECTS/3KCR	Master's thesis (MT3) 15 ECTS/3 KCR

The requirements and the process of master's thesis studies vary according to the respective home institution's policies and regulations.

Module 11

Master's thesis I (MT1)

Scope: 5 ECTS, 3 KCR

Minimum number of participants: 15

Maximum number of participants: 40

Implementation method: Individual studies and virtual studies

Implementation location: Virtual. Tutorials may take place on the campuses of the partner universities.

Master's thesis studies are divided into three different study units: Master's thesis I (5 ECTS), Master's thesis II (10 ECTS) and Master's thesis III (15 ECTS).

The overall objective for the MT I, II and III is to provide the students with skills for planning their research, conducting their projects and producing their scientific research reports in the form of final master's theses.

Expected learning outcomes:

After completing the first module, students will be able to:

- define the area of their research interest
- specify the suitable research methods for this research area
- draw up and complete information search plans for their research

- write their idea papers and letters of intent
- introduce their idea papers to other students in order to discuss the papers and gain constructive feedback to improve their ideas.

Core contents:

The core contents of this module consist of the following:

- Introduction to the master's thesis process
- Familiarization with the different research areas
- Information search plan for the chosen research areas
- Research and development subjects, research questions
- Idea paper and letter of intent
- Suitable research methodologies and development methods for master's theses
- Research ethics

Implementation: Assignments, virtual seminars, students' idea papers and information search plans, tutorials

Assignment: Students are required to draw up and complete the information search plans for their research, write their idea papers and letters of intent, and to introduce their idea papers in a seminar.

Evaluation: Pass/Fail

Possibilities to retake the course: No other opportunities

Alternative ways of taking the course: No other opportunities

Recognition of prior studies and other learning: Please see separate instructions.

Module 12

Master's Thesis II (MT2)

Scope: 10 ECTS, 3 KCR

Minimum number of participants: 15

Maximum number of participants: 40

Implementation method: Virtual studies, learning assignments, virtual lectures

Implementation location: Virtual. Tutorials may take place on the campuses of the partner universities.

Master's thesis studies are divided into three different study units: Master's thesis I (5 ECTS), Master's thesis II (10 ECTS) and Master's thesis III (15 ECTS).

The overall objective for the MT I, II and III is to provide the students with skills for planning their research, conducting their research projects and producing their scientific research reports.

Expected learning outcomes:

After completing the second module, students will be able to:

- finalize their research plans
- carry out the data collection for their research
- follow the regulations and ethics of nursing and health research in their research process.

Core contents:

- Research plan
- Following parts of research:
 - Aims, hypothesis, research approach, study population, sample
 - Data collection methods
 - Internal and external validity

- Ethical questions related to the research process

Implementation: Individual work, work in study groups, virtual or face-to-face group guidance

Assignment: Research plan, data collection and discussion on research ethics

Evaluation: Pass/Fail

Possibilities to retake the course:

Alternative ways of taking the course: No other opportunities

Recognition of prior studies and other learning: Please see separate instructions.

Module 13

Master's Thesis III (MT3)

Scope: 15 ECTS, 3 KCR

Minimum number of participants: 15

Maximum number of participants: 40

Implementation method: Virtual studies, learning assignments, virtual lectures, final thesis presentations

Implementation location: Virtual

Master's thesis studies are divided into three different study units: Master's thesis I (5 ECTS), Master's thesis II (10 ECTS) and Master's thesis III (15 ECTS).

The overall objective for the MT I, II and III is to provide the students with skills for planning their research work, conducting their research and producing scientific research reports.

Learning outcomes:

After completing the third module, the students will be able to:

- finalize their research
- describe and justify the methods used
- introduce their research results as reports
- accept constructive feedback from other students and provide other students with such feedback.

Core contents:

- Data analysis and results
- Preparing research presentations
- Oral and written assessments of other students' theses

Implementation: Individual studies, seminar (participation required)

Assignment: Thesis work, presentation and acting as an opponent

Evaluation: 1–5, Fail – See a separate evaluation form.

Possibilities to retake the course: No other opportunities

Alternative ways of taking the course: No other opportunities

8.6 Elective Studies

Module 14

Elective Studies (ES1)

Scope: 5 ECTS, 3 KCR

The aim of the elective studies is to offer the students an opportunity to deepen their knowledge in optional fields of their own interest. These studies may be either theoretical or practical.

The elective studies may be taken at any of the partner universities, at other universities, through Finnish Online University of Applied Sciences, or at Kenyan Universities. The elective study modules available may vary per year.

Implementation: Individual, virtual studies

Expected learning outcomes: Defined in the description of the chosen study module

Assignment: Written report

Modules provided by Diaconia University of Applied Sciences

- Domestic violence (5 ECTS, 3 KCR)
- Spiritual nursing (5 ECTS, 3 KCR)
- Intensive and critical care (5 ECTS, 3 KCR)
- Promotive mental health (5 ECTS, 3 KCR)
- Multicultural counseling (5-10 ECTS, 3-6 KCR)

Modules provided by Arcada

- Rehabilitation (5-10 ECTS, 3-6 KRC)
- Management and Leadership (5-10 ECTS, 3-6 KCR)

8.7 Other Studies

Students at UEAB study Christian Bioethics (2 credits) according to the institution's requirements. After completing all course work, UEAB students will sit for a comprehensive exam so that their theoretical knowledge in global health care may be evaluated.

Further sources of information

File 1: Diaconia University of Applied Sciences 2009. Diak's operational principles: International activities, language instruction, adult education. Approved by Diak's Board on 19 August 2009.

File 2: Diaconia University of Applied Sciences 2012. Diak's pedagogical principles.

File 2: Diaconia University of Applied Sciences 2012. Identifying and recognizing prior learning in Diak. Guidelines for the student.

Auvinen, Pekka; Heikkilä, Johanna; Ilola, Hanna; Kallioinen, Outi; Luopajarvi, Timo; Raij, Katariina & Roslöf, Janne. Description of generic competences. In: Suositus tutkintojen kansallisen viitekehyksen (NQF) ja tutkintojen yhteisten kompetenssien soveltamisesta ammattikorkeakoulussa. Ammattikorkeakoulujen rehtorineuvosto ARENE. (p. 9-10) Available at: http://www.haaga-helia.fi/fi/aokk/taeydennyskoulutus/lindex_html/ARENEN_suositus.pdf

Diak, Arcada and UEAB 2012. Agreement on the implementation of a joint Master's Program in Global Health.

Fetzer Institute 2012. Becoming Aware. Printed publications available from the authors of this report.

University of Eastern Africa, Baraton. Bulletin 2010-2012.

Diaconia University of Applied Sciences

D Working papers

In the series, expert statements and standpoints on topical issues, different background research documents made for planning work (e.g. an extensive project plan), and interim reports of projects are published. The series enables a quick dissemination of experiential and expert knowledge.

D 1. Meretmaa, Anne & Tiittanen, Hannele 2002.

Toimintaohje kriisitilanteessa.

D 2. Helminen, Jari 2002. Tallinnan avohuolto 2001.

Projektin loppuraportti.

D 3. Jaakkola, Hannu & Remes, Pirkko 2002.

Korkeakouluyhteistyötä Diakonia-ammattikorkeakoulussa. Yhteistyön arviointi vuodelta 2001.

D 4. Uutaniemi, Satu (toim.) 2002.

Naiset ja tekniikka – uusia työllistymismahdollisuuksia satakunnassa. Hankkeen loppuraportti.

D 5. Latvus, Kari 2002.

Seurakunta ja yhteiskunnan muutos. Raportti lisäkoulutuksesta Turun arkkihiippakunnassa.

D 6. Haavisto, Kari & Laine, Terhi & Leino, Liisa 2002.

Sosiaalityöntekijät poliisilaitoksella. Kartoitus keväällä 2002 poliisilaitoksella työskennelleistä sosiaalityöntekijöistä.

D 7. Rask, Katja & Pasanen, Sina & Kainulainen, Sakari 2002.

Työtyytyväisyys ja työyhteisön kehittäminen Diakissa. Diakin henkilöstökyselyn tulokset lukuvuodelta 2001-2002.

- D 8. Suojoki, Raili & Kotila, Hannu 2002.
Yhteisöllisempään työotteeseen – Yhteiskunnallisesti suuntautuvan perusterveydenhuollon kehittämisprojektin loppuraportti.
- D 9. Sorva, Marja-Leena 2003.
Työn kuormittavuus ja työnohjaustarve Päijät-Hämeen keskussairaalan synnytysosaston kätilöiden kokemana.
- D 10. Laine, Terhi 2004.
Ensi- ja turvakotitoiminnan palveluprosessien kehittäminen ja työssä jaksaminen. ETU –projektin loppuraportti.
- D 11. Lähtenmäki, Suvi 2004.
Sosionomi (amk) Eurooppaan töihin? Tutkimus sosionomi (amk-tutkinnon vertailtavuudesta muihin eurooppalaisiin sosiaalityön tutkintoihin.
- D 12. Mustakangas, Terhi 2004.
Työelämysuhteiden kehittäminen viestinnän keinoin
- D 13. Gothóni, Raili 2004.
TUPA -sosiaalityön tukipalveluprojekti. Arviointiraportti 2004
- D 14. Helminen, Jari (toim.) 2005.
Yhdessä, erikseen ja yhteensovittaen.
- D 15. Ahonen, Pasi & Helminen, Jari & Kortelainen, Hanna 2005.
Sosiaali- ja terveysalan kouluttajatahot aluetoimijoina. Näkökulmia Uudenmaan ja Itä-Uudenmaan sosiaali- ja terveysalojen kouluttajatahojen aluekehitys- sekä tutkimus- ja kehittämistoimintaan.
- D 16. Jokela, Ulla 2005.
Virtaa työpaikoille. Tapaustutkimus Diakonia-ammattikorkeakoulun Järvenpään yksikön diakoniaharjoitteluista.

- D 17. Hytönen, Niina & Hälikkä, Riikka (toim.) 2005.
Minne menet digi-tv? Digi-tv:n sisältötuottamisen kehittämishankkeen väliraportti.
- D 18. Isomäki, Tarja 2005.
Perheet päivähoidon ja kotipalvelun perhetyön asiakkaana – lastensuojelun avoimuuden kehittämishaasteet.
- D 19. Pesonen, Aino-Elina & Zotow, Marianna 2005
Terveyttä ja sosiaalista hyvinvointia edistävä työ kouluympäristössä.
- D 20. Vogt, Ilse 2005
Lastensuojelun laitoshuollon toimintakäytännöt ja –muodot.
- D 21. Jääskeläinen, Ilkka 2005
Aikuissosiaalityö suurkaupungissa marginaalialueella elävien parissa.
- D 22. Mantila, Seija 2005
Kaksoisdiagnoosipotilaiden hoidon ja tuen haasteet ammattihenkilöstölle päihde- ja mielenterveystyössä.
- D 23. Hurskainen, Petri & Toikkanen, Leena 2005
Vammaiset henkilöt avo- ja laitoshuollon asiakkaina – Lähityöntekijöiden, esimiesten ja johtavien viranhaltijoiden käsityksiä ammattitaitovaatimuksesta vammaistyössä.
- D 24. Karhia, Marjaana (toim.) 2005
Kokemuksia maahanmuuttajien ammattikorkeakouluopintoihin orientoivista opinnoista.
- D 25. Armanto, Annukka 2005
Teknologiset sovellutukset apuna ikääntyneiden kotona selviytymisen tukena ja niiden tuomat osaamisvaatimukset sosiaali- ja terveydenhoitoalalla – Kotihoidossa työskentelevien näkökulmia.

D 26. Kenola, Jaana & Pesonen, Helena 2005
Julkisen- ja III sektorin sekä yritysmuotoisten palveluntuottajien mahdollisuudet.

D 27. Koski, Arja 2005
Ikäjohtaminen sosiaali- ja terveysalan työssä.

D 28. Pesonen, Arja 2005
Asiantuntijuus ja osaaminen sosiaali- ja terveysalan mielenterveystyössä.
Pari-, tiimi- ja verkostotyö sekä muutos ja työssä jaksaminen.

D 29. Nieminen, Eija & Häkkinen, Jouni 2005
Noviisi ja eksperti yhteistyössä.

D 30. Arvilommi, Nicola 2005
Monikulttuurisuus sosiaali- ja terveysalan ammatillisena haasteena.

D 31. Kivilaakso, Tuovi 2005
Sosiaali- ja terveysalan johtajuus verkostoituvassa palvelurakenteessa

D 32. Voima, Kyösti 2005
Maahanmuuttajien työllistyminen sosiaali- ja terveysalalle.

D 33. Nieminen, Kirsti ja Zotow, Marianna
Ikääntyvien auttamistyö. Hoitotyötä, sosiaalista auttamistyötä ja luovia menetelmiä.

D 34. Mikkola, Arto 2005
Hyvinvointia kohti. Pieni trilogia hyvinvoinnin uusiutumisen mahdollisuuksista.

D 35. Hyttinen, Nina K. 2005
Pieni askel yhdelle ravintolalle, suuri kaupungille. Järvenpään Ravintola-projektin toteutus- ja vaikuttavuusarviointi.

D 36. Launonen, Pekka 2005
Kirkon työntekijäksi?

D 37. Helminen, Jari ja Ikävalko-Ratia, Sini 2006
Keskustelualoite maahanmuuttajien monipuolisten koulutuspalvelujen puolesta.

D 38. Helminen, Jari 2006
Hyvinvoinnin rakentajat -projekti: prosessista, tuloksista ja projektin arviointia.

D 39. Siltala, Mika 2006
Empatiakasvatus ja sen tukeminen Hämeenkyrön kunnassa.

D 40. Djupsjöbacka, Stefan 2006
Mitä koulutuksen jälkeen? Diakonia-ammattikorkeakoulusta valmistuneiden työelämään sijoittuminen ja saadun koulutuksen arviointi.

D 41. Rautasalo, Eija; Korhonen, Saira; Kuusela, Tuomo; Ylönen, Sirpa & Kivirinta, Mervi 2007
Co-opista Tukevaan Osuustoiminnan ja yhteisötalouden juurruttaminen osaksi ammattikorkeakouluopintoja

D 42. Launonen, Pekka 2007
Kirkon työntekijäksi kasvamassa. Diakoni-, diakonissa- ja nuorisotyönohjaajaopiskelijoiden ammatillinen motivaatio, osaaminen ja identiteetti vuosina 2004–2006. Kasvu kirkon työntekijäksi –hanke. 2. tutkimusraportti.

D 43. Kaivola Taru, Kylmä Jari, Kivelä Pia ja Ristola Matti 2007
Pistoshuumeita käyttäneiden hiv-positiivisten naisten suhde seksiin, huumeisiin ja hiv-infektioon – laadullinen haastattelututkimus

D 44. Piirainen Keijo, Hokkanen Joni ja Kettunen Aija (toim.) 2007
Esteettömyyttä, tasa-arvoa ja osallisuutta? Selvitys tietoyhteiskunnan tilasta ja mahdollisuuksista erityisryhmien näkökulmasta ja tapaus mobiilitulkkauspilotti.

D 45. Rotinen Riitta-Liisa 2008
Matkalla monimuotoisuuteen – Monimuotoisuuden ja työhyvinvoinnin kehittäminen pilottityöyhteisöissä

D 46. Hokkanen Joni; Kettunen, Aija ja Nieminen, Ari 2008. Esiselvitys sosiaalista työllistämistä tukevasta hautomotoiminnasta Uudellamaalla

D 47. Pulliainen, Marjo; Kettunen, Aija ja Valtonen, Hannu 2008
Kotihoidon päättymisen syyt Pieksämäellä vuonna 2007

D 48. Manninen, Anja (toim.) 2008
Stage. Vanhustyö - tulevaisuuden toiveammatti?

D 49. Rotinen Riitta Liisa, 2008
Monimuotoisen työvoiman työllistäminen. Selvitys yhteiskuntavastuullisen työllistämisen esteistä ja edellytyksistä sekä työllistämisen esteistä ja kehittämistarpeista Etelä-Savossa

D 50. Kivelä Sami 2009
Nuorten asumisen tukitoimien arviointi Hämeenlinnassa, Tampereella ja Hyvinkäällä

D 51. Juola Sirpa ja Väisänen Raija (toim.) 2009
Diakoniatyö yhteiskunnan muutoksessa. Diakoniaviranhaltijoiden erityiskoulutuksen kehittämishankkeet ajan tulkkeina

D 52. Pakkasvirta Teela, Kainulainen Sakari, Bogomjagkova Elena, Khan Galina ja Ostrovsky Dmitri 2009
Pietarin päihdehuollon asiakaslähtöisyyttä edistämässä. "Paluu yhteiskuntaan" -projekti

D 52. Pakkasvirta Teela, Kainulainen Sakari, Bogomjagkova Elena, Khan Galina ja Ostrovsky Dmitri 2009
Promoting client centered substance abuse care in St. Petersburg (englanninkielinen versio)

D 53. Isomäki Tarja & Kuukkanen Maria 2011
Täydennyskoulutusmalli perhehoitoon. Työraportti Perhehoitoliiton ja Diakonia-ammattikorkeakoulun toteuttamasta perhehoidon täydennyskoulutuksen pilottihankkeesta

D 54 Goncharov Oleg, Stackelberg Olga, Kainulainen Sakari, Pakkasvirta Teela, Suomi Minna & Tuomola Pekka 2011. Помощь наркозависимым в Санкт-Петербурге: пути усовершенствования/ Pietarin päihdehuoltoa uudistamassa / Promoting substance abuse care in Saint Petersburg (venäjänkielinen).

D 55 Гехт Э. Кайнулайнен С. Паккасвирта Т. 2011. СОВМЕСТНЫМИ СИЛАМИ ЗА ЗДОРОВЫЙ ОБРАЗ ЖИЗНИ - опыт Российско-Финляндского проекта «Наркологические проблемы и здоровье в СПб и Республике Карелия».

D 56 Anna Karttunen, Keijo Piirainen, Aija Kettunen 2011. Poliitiikkaohjelmasta käytännöksi vai käytännöstä ohjelmaksi? Vetovoimainen ja terveyttä edistävä terveydenhuolto (VeTe) –hankkeen ulkoinen arviointi.

D 57 Annukka Armanto, Aija Kettunen, Terhi Laine, Hanna Niemi, Aino-Elina Pesonen & Ilse Vogt 2011.

Lapsen ääni koulussa -projektin loppuraportti. (Vain nettijulkaisu)

D 58 Goncharov Oleg, Stackelberg Olga, Kainulainen Sakari, Pakkasvirta Teela, Suomi Minna & Tuomola Pekka 2011. Pietarin päihdehuoltoa uudistamassa / Promoting substance abuse care in Saint Petersburg (englanninkielinen).

D 59 Eija Kattainen & Hanna Kinnunen 2012. Hoivan tuki – Oppia hyvistä kokemuksista Espoossa.

D 60 Eija Noppari, Riitta Koivunen, Eeva-Kaisa Kopra & Paavo Valtanen 2012. Jatko-opintoväylän mallintaminen väyläopinnot-hankkeessa, asiantuntijatyön loppuraportti. (Vain nettijulkaisu)

D 61 Ikali Karvinen & Sonja Pasanen 2012. ”Kansainvälisyys ja monikulttuurisuus on ennen kaikkea vuorovaikutusta”. Karttoitus monikulttuurisesta ja kansainvälisestä työelämäyhteistyöstä Diak Etelässä. (Vain nettijulkaisu)

D 62 Keijo Piirainen ja Aija Kettunen 2013. Nuoret kansalaiset -projektin arviointiraportti. (Vain nettijulkaisu)

D 63 Kainulainen Sakari, Karppinen Kalle, Saari Juho 2013. Ruoka-avun kohdentuminen Turussa. Selvitys leipää jonottavien ihmisten hyvinvoinnista. (Vain nettijulkaisu)

D 64 Ikali Karvinen (Ed.), Gun-Britt Lejonqvist, Eija-Riitta Kinnunen & Mary Njeru 2013. Love and Forgiveness in the Global Community - Designing Master's Degree in Global Health Care.

D 65 Karppinen Kalle, Kainulainen Sakari, Saari Juho, Hyrkkänen Kirsi, Kaipainen Kirsi 2013. Ruoka-apu Mikkelissä Selvitys leipää jonottavien ihmisten hyvinvoinnista.

D 66 Anjejo Dixon, Karvinen Ikali (ed.), Kinnunen Eija-Riitta, Lejonqvist Gun-Britt, Njeru Mary, Nyaundi Nehemiah ja Obey Jackie 2013. Master's Degree in Global Health Care – The Curriculum

Criteria for the series

A. Studies

In the series, scientific studies yielding new and innovative knowledge are published in the fields of teaching, research and development of Diaconia University of Applied Sciences. The publications are, for the most part, doctoral dissertations, high-quality collections of articles, and licentiate theses.

B. Reports

In the series, studies of the staff (licentiate theses, pro gradu theses), excellent student theses of Diaconia University of Applied Sciences as, well as reports of development projects of Diaconia University of Applied Sciences yielding innovative and significant results to develop working life, are published.

C. Reviews and materials

In the series, publications which have come about as a result of research, development and teaching of Diaconia University of Applied Sciences, for example, student theses originating in the learning environment and other projects of working life, learning materials, sets of instructions and seminar and project reports, are published.

D. Working papers

In the series, expert statements and standpoints on topical issues, different background research documents made for planning work (e.g. an extensive project plan), and interim reports of projects are published. The series enables a quick dissemination of experiential and expert knowledge.