



# LIVERPOOL SCHOOL OF TROPICAL MEDICINE

Since 1898

## JOIN THE INNOVATORS

From developing drugs  
to influencing change

P.04

## LEAD THE WAY

LSTM is at the  
forefront of research

P.06

## MAKE AN IMPACT

What do our  
students say?

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# PROSPECTUS 2020/21



Welcome to the Liverpool School of Tropical Medicine, and thank you for your interest in studying on one of our programmes.



Ever since it was founded in 1898, LSTM has been at the forefront of providing our stakeholders with the scientific evidence to translate relevant science into policy and practice. We do that by working collaboratively in over 70 countries to fulfil our mission of improving the health of the world's poorest people.

Our multidisciplinary approach to global health research allows us to translate research innovation and scientific breakthroughs from laboratory research into effective interventions for those most in need.

It is testament to our ongoing success that LSTM continues to expand. We have matched our investment in new facilities, such as the newly opened Wolfson Building, with investment in new talent, and we have increased our staff numbers from 160 in 2001 to over 532 in 2018.

As one of the few postgraduate centres of excellence in the field of tropical medicine, we are enthusiastic about offering our unrivalled learning opportunities to students within the UK and across the developing world. We provide all of our students with the opportunity to excel in their careers in public health, medicine, and academia.

I do hope that you will enjoy finding out more about who we are. The work we do helps to save countless lives, and I invite you to contact us directly if you would like more information ➤.

**Professor Phil Padfield**  
Dean of Education

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**06** At the forefront of groundbreaking research work



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**24** Master’s programmes attracting highly-motivated graduates from around the world



Find out more about our work and impact  
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# JOIN THE INNOVATORS

LSTM has been at the forefront of innovation since its foundation in 1898. From research on infection to the development of new drugs, insecticides, vaccines and diagnostics, we are tackling deadly, debilitating and disabling diseases worldwide.

## DID YOU KNOW?

The word most commonly used by our alumni to describe their LSTM experience is 'INSPIRING'



## WORLD-LEADING WORK FROM LSTM

### Drug development

We have led the development of the first single new drug to treat two of the most devastating tropical diseases – onchocerciasis and lymphatic filariasis. The drug has the potential to revolutionise the way we manage neglected tropical diseases, which affect 1.5 billion people, and reduce the timeframes for elimination by decades.

### Influencer for change

We are a major influencer for change through numerous WHO policies and guidelines, including malaria in pregnancy, health systems development and Quality of Care. This has a direct impact on the control of diseases and treatment of patients across the world, reducing mortality and disability in vulnerable populations.

### Pioneering treatment

Our work with Far East Prisoners of War (FEPOW) has spanned seven decades, leading to pioneering treatment of their medical conditions. Our identification of 'FEPOW Syndrome' (post-traumatic stress disorder) was the first to look at the psychological effects of conflict and has influenced how these conditions are treated today.

### College of Medicine in Malawi

We were instrumental in establishing the College of Medicine in Malawi, the first of its kind in the country, which has trained more than 700 medical doctors to date. The Malawi–Liverpool–Wellcome Trust research programme (MLW) conducts locally-led, high-quality research relevant to Malawi, on diseases that include malaria, HIV/AIDS, TB, pneumonia and bacterial infections.

### New insecticides

Our work has led to the creation of a world-leading product development partnership dedicated to bringing new insecticides to market within the next five years. This major breakthrough will help tackle the spread of diseases by mosquitoes.

### Universal snake antivenom

Our work in snake venom extraction provides a valuable and rare resource to scientists all over the world. Our researchers are working on the discovery of a universal antivenom, which could deliver lifesaving treatment to hundreds of thousands of snakebite victims.

### App to help save lives

In partnership with the World Health Organisation (WHO), we have developed a smartphone app to help health workers understand why 5.3 million babies each year are stillborn or die in the first month of life. The app will help frontline health workers understand how the quality of care could be improved to prevent future deaths.

The quality and impact of our work is recognised by our funders: LSTM group's income now tops £500 million.

## STUDYING AT LSTM

Research and innovation are at the heart of all of our teaching. So when you study at LSTM, you'll learn from leading experts, deepen your understanding of global health priorities and the research underpinning them, discover new areas that excite you, and have opportunities for research overseas.

We offer a wide variety of programmes and courses that can help you achieve your future aspirations or support your current career.

These include:

- Short courses and diplomas
- Online courses
- MSc programmes
- PhD programmes

Our students have gone on to have renowned research careers, to work in government ministries and at the WHO, the UN and many well-known NGOs, and to be leaders in global health. Together, our students, faculty and alumni are a community of innovators, dedicated to improving the health of the world's poorest people.

## REF2014

Research Excellence Framework

LSTM entered the Research Excellence Framework (REF 2014) in 6th place for impact in the ranking of institutions. LSTM places itself amongst some of the major research institutions in the UK, higher than the Universities of Oxford and Cambridge.

*"These high rankings are testament of the exceptional level of research conducted at LSTM. More importantly we are an institution that prides itself to be at the forefront of translating our research into policies and practices and to see the impact of our research recognised with such a high ranking is very welcome news indeed."*

— Professor Janet Hemingway FRS



LSTM scored exceptionally well on the 'Times Higher Education' ranking of institutions. Overall, LSTM entered the rankings at 24th place out of 128 assessed HEIs. ▶



# LEAD THE WAY

LSTM are at the forefront of groundbreaking research work, pioneering new and exciting projects following a proven track record of successful outcomes.



## Accelerating Solutions for Healthcare

Liverpool has the UK's largest concentration of 'whole picture' focussed public sector R&D expertise in infection. The Wolfson Foundation donated £1.1m towards world-class laboratory facilities at the Liverpool Life Sciences Accelerator, a hub for life sciences, enabling clinicians, academics and industry to collaborate in research and innovation to develop their ideas into the very latest life-saving treatments. The building houses a new Clinical Research Unit, supported by Unilever, which will enable us to conduct clinical trials with more patients in less time. This will have a significant impact on our work in pneumonia, the largest cause of vaccine-preventable deaths in children under five globally.

## Anti-microbial Resistance #swabandsend

Professor Dame Sally Davies, Chief Medical Officer for England, says that "Antimicrobial resistance poses a catastrophic threat. If we don't act now, any one of us could go into hospital in 20 years for minor surgery and die because of an ordinary infection that can't be treated by antibiotics."

LSTM's Dr Adam Roberts is working on this very problem. His research into antimicrobial resistance, new drugs and diagnostics, could provide breakthroughs in one of the biggest threats to modern medicine today.

Fundraising is integral to Adam's research and, as a champion of public engagement in science, he is successfully crowd-funding his citizen science 'Swab and Send' initiative, which enables members of the public to participate in the hunt for new antibiotics. Since moving to LSTM, the Swab and Send project has received over 100 swabs from locations as diverse as school classrooms, people's garages, mobile phones and slate mines. Using swabs, people have explored their environment for sites which could harbour antibiotic-producing bacteria and fungi. Excitingly, four swabs have contained bacteria which have anti-fungal properties; these bacteria will be explored further.

*The Liverpool School of Tropical Medicine's research is helping provide the kind of innovative tools we need to eradicate ten Neglected Tropical Diseases by 2020. It was inspiring to visit the School last year to see their work first-hand"*

— Bill Gates, April 2017



**"Antimicrobial resistance poses a catastrophic threat. If we don't act now, any one of us could go into hospital in 20 years for minor surgery and die because of an ordinary infection that can't be treated by antibiotics."**

## LSTM's growing contribution to research and global action for menstrual health

Young people aged 10 to 24 years represent a quarter of the world's population, with 90% living in low or middle-income countries (LMIC). Of these, 500 million are girls aged 10–19 years living in less developed countries. Evidence of a positive association between girls' education, health and economic potential has strengthened resolve to improve this internationally.

Menstrual health (MH) challenges girls in LMIC due to inadequate puberty education, poor water, sanitation and hygiene, and supplies. A lack of sanitary products forces girls to use unhygienic materials, causing shame and discomfort. Using mostly qualitative and descriptive methods, studies in LMIC had described potential effects such as lost dignity, school absence and dropout – factors that can predispose girls to an increased risk of HIV/ STI, early marriage and high fertility, and thus contribute to health inequities. However, a lack of empirical evidence on quantifying impact, drivers of risk, causal associations, or effectiveness of interventions had prevented buy-in by international organisations or funders

In 2012, a first round of the UK-funded Joint Global Health trials (JGHT) award supported a collaboration between LSTM, Kenya Medical Research Institute (KEMRI), US Centers for Disease Control (CDC), and Safe Water and AIDS (SWAP). In 30 rural Kenyan primary schools, the project piloted the use and outcomes of menstrual cups versus sanitary pads, against controls' usual practice. The collaboration also investigated MH needs across the study area, identifying 1:10 young girls engaged in transactional sex for money to buy pads. Pilot findings documented girls' MH challenges and suggested that poor MH increased girls' risk of sexual and reproductive harms. For example, girls in 'control' schools had a two-fold higher prevalence of STI than 'cup' or 'pad' girls; girls with cups had a lower prevalence of bacterial vaginosis than 'control' or 'pad' girls; and dropout (with 50% due to pregnancy) was also lower, although the pilot sample was inadequate to confirm a protective effect.

The collaboration's publications have supported research development, providing guidance to advisory groups, workshops, meetings and conferences, including partnering a GCRF networking grant to strength MH research capacity in east Africa. LSTM, with Columbia University, supported Grand Challenges Canada with technical guidance for its global innovators. The safety findings provide the only rigorous evaluation supporting menstrual cup programmes. ▶



## MAKE AN IMPACT

Want to learn more? We have lots of impact stories on our website [lstmed.ac.uk/news-events/make-an-impact](http://lstmed.ac.uk/news-events/make-an-impact)



# MAKE AN IMPACT



*I have a real interest in working with children, especially newborns, and when I saw this course I saw the chance to develop more skills and knowledge in evidence-based paediatric practice.*

## SCHOLARSHIP SPOTLIGHT

# NELLY DINDI

MSc Tropical Paediatrics

**Hi, Nelly. First, can you tell us a little about your life before you came to LSTM?**

Yes, I'd been working as a Medical Officer in the newborn unit in Pumwani Maternity Hospital which is located in Nairobi. It's the largest maternity hospital in the country with the largest new born unit. I had worked there for three years but I've had a passion for paediatrics for much longer.

**It must have been a big step leaving your job and home.**

**Why did you come to LSTM?**

I have a real interest in working with children, especially newborns, and when I saw this course I saw the chance to develop more skills and knowledge in evidence-based paediatric practice. I'd been a clinician all the way through my career and wanted to spend some time in research, especially in the area of maternal and child health. I had a strong interest in research – at the Pumwani newborn unit I was conducting the monthly neonatal mortality audit and my undergraduate thesis had been published – so I applied to study in Liverpool. And yes, it was a big step. I had to leave my two sons and husband in Nairobi for the year. It wasn't easy, but it was worth the sacrifice.

**Tell us about your experience in Liverpool. What did you get from your course?**

I loved the experience. I learnt so much. Before, when managing a patient, I was really clinical in my approach, but the focus on evidence-based medicine has encouraged me to think about what we can do better. What evidence can we gather to support a specific cause? I've also developed my research skills, from knowing nothing to having a dissertation that people are amazed at!

Also, my class was very diverse, with people of different cultures, skills and knowledge. I learnt so much from them and have come to know that the problems we have in health care in Kenya are not peculiar or unique – we share a lot with other developing countries and can learn from and work with them. The course has really widened my perspective, and I feel that I'm ready to venture into maternal and child health research.

**Have your experiences impacted on your community?**

That has definitely happened, yes. As part of my scholarship year I learnt about quality improvements in global child health, and now understand that there's a lot we can do to make things run better with the few resources we already have. I've actually been appointed to the training and research committee at the hospital and pick up quality-improvement projects, so I can improve service delivery while I'm passing on my knowledge and skills to others.

Also, colleagues have done some data collection and analysis but did not know how to write up their findings. I have been through that as part of my master's degree so have been able to support them. They were actually looking forward to my coming back so I could help them develop their own proposals and papers.

**And personally, how has the experience affected you?**

It has really changed me. It's made me a better clinician. Being at LSTM has really opened my eyes to how much I can contribute to child health care, especially in the area of research. My confidence is better and my networks are much wider.

**Finally, how important was the scholarship to you?**

Without it I wouldn't have done my masters at all. It was an amazing opportunity for me and I am really grateful. It would be great if more of such opportunities could be opened up for more people who have the passion and determination to improve clinical practice through research. ►

## SCHOLARSHIP SPOTLIGHT

# ADIL BHATTI

MSc Biology and Control of Parasites and Disease Vectors



**Can you tell us a bit about what led you to study vector biology?**

Sure. I studied medical entomology for my Master's degree at home in Pakistan, and after graduation took a 5-month job in dengue fever control during the epidemic season. It was there I got to learn about public health and how communities are facing big problems with very limited resources. When you see people's emotions, people suffering, first-hand experience, it really affects you. I realised then that this is what I really want to do, something to help the community.

**Why did you leave Pakistan and come to LSTM?**

When I looked at published research I realised that I had a big knowledge gap, a hole in my understanding that I needed to fill, so a Master's seemed the right option. However, I live in a country where there are very few people who are working in medical entomology and vector biology. There wasn't much focus on education or research and limited resources. I found LSTM online and thought, "This is Harvard or Princeton for me! I should go there!" Then I got a scholarship and thought, "This is it – Liverpool is final!"

**What did you get from your course?**

I learnt so much. When I came here all I was thinking about was mosquitoes, but LSTM does a lot of different vector biology research which is good in terms of capacity building. I looked at sandflies but my classmates did snakebites, tsetse, black flies – you can choose. The course has given me knowledge on all sorts of aspects of vector biology – entomology, parasitology, everything, and most things were really new to me. For example, I'd never done lab work before I came to LSTM and wasn't looking forward to it, but I really liked it.

Also, everybody in LSTM, from professors to students, collaborate to provide you with knowledge. The people are from all over the world and they have experiences from all over. Many are working in different sectors of global health and so we talk, sharing ideas and knowledge. You learn a lot.

**Is studying in the UK very different to studying in Pakistan?**

Definitely. People always said to me, "Studying in Pakistan your whole life is something very different to studying in the UK." I used to think it was just their opinion about things but now I know it's not – it's true. It was a different experience living here.

**Has it changed you?**

It has definitely changed me - this one year has changed me a lot! I'm not the person I was when I arrived in Liverpool last September. I think it has made me more... I can't explain it! People say to me "You're not the person you were before" and I agree.

**What is the next step for you?**

I'm looking to do a PhD, possibly on sand flies, and then get into research. My Master's dissertation was on molecular markers of resistance in sandflies [the spreaders of the disease leishmania] – it's a big issue in India. Many people are doing research with mosquitoes but sandflies are hardly looked at, especially in Pakistan. There's a lot of research that should be done. The other possibility is snakebites. India is progressing but Pakistan... I have no idea what they are doing. It needs more research!

**How has your scholarship impacted on you?**

It allowed me to come here and that's the most important thing. When I first looked at the costs of fees and housing I thought, "that's too much for me", but the scholarship helped me come here and I am very grateful. My recommendations for LSTM are high! ►



Discover more about the impact of LSTM scholarships  
[lstmed.ac.uk](http://lstmed.ac.uk)



# 1898 — 2019



**1898** A donation from Sir Alfred Lewis Jones, Head of the Elder Dempster Shipping Line, supports the creation of the world's first research and education institution dedicated to tropical medicine – the Liverpool School of Tropical Medicine, initially based within the facilities of the Royal Southern Hospital on Liverpool's waterfront and the University of Liverpool.

**This was in response to the number of sailors returning to the Port of Liverpool with diseases such as malaria, dysentery, beri-beri and tropical anaemia. The shipowners recognised the serious threat these diseases posed and took action through the founding of LSTM.**

**1899** LSTM appoints Ronald Ross (front row, second from left) as its first lecturer, and the first scientific expedition was undertaken to Sierra Leone, where scientists studied malaria.

**1902** Ronald Ross becomes the first British recipient of the Nobel Prize for his work in describing the transmission of malaria by mosquitoes.

**1909** Alfred Lewis Jones dies and leaves a large bequest to LSTM. Thanks to his and other donations, LSTM was able to set up its own laboratory and teaching premises in Pembroke Place, separate from the University of Liverpool.

**L**STM's inaugural graduation ceremonies mark a significant achievement, and the story of this journey conveys a fascinating, proud and rich history of the world's first institution of its kind.



**1914** The building of these laboratory facilities was completed, but due to the advent of the war, occupation was deferred. Instead, they were used as a Tropical Diseases Hospital and offered courses to officers of the Royal Army Medical Corps.

**1920** Teaching resumed, and LSTM finally moves into its own building.

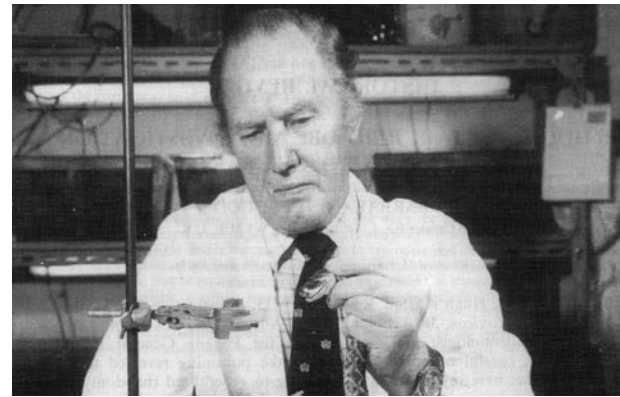
**1921** LSTM opens an overseas research laboratory in Freetown, Sierra Leone. This laboratory functioned continuously until the early stages of World War II and made many important discoveries in West Africa, including demonstrating that a species of black fly was responsible for the transmission of filarial worms to humans, causing river blindness.

Also in 1921, Dr Alwen M. Evans is appointed as LSTM's first female lecturer.



**1945** After World War II, many former Far East Prisoners of War (FEPOWs) are sent to LSTM on their repatriation to the UK. In addition to treating them for tropical diseases, LSTM's clinicians were the first to describe 'FEPOW Syndrome' (post-traumatic stress disorder), the first time the psychological effects of conflict had been studied. This work has influenced how these conditions are treated today.

**1946** The appointment of LSTM's longest-serving Dean, Brian Maegraith, marked a broadening of the LSTM's size and curriculum. Maegraith famously declared 'Our impact on the tropics should be in the tropics!', which resulted in LSTM forging links with other research institutions across the globe, including the creation of the Faculty of Tropical Medicine at Bangkok.



**1973** The Alastair Reed Venom Unit is established, developing new anti-venoms for the treatment of snakebite.

**1991** Building upon long-standing relationships with Malawi's Ministries of Health and Education, LSTM is invited to develop the College of Medicine in Blantyre (CoM). Despite opposition from critics claiming a medical school was a luxury Malawi couldn't afford, LSTM helps to sway the argument demonstrating that CoM was essential to the future health and economic development of the country. Upon the establishment of CoM, LSTM placed senior personnel in leadership roles to develop the curriculum and initially run the operation, with the aim of developing Malawian leadership for the future. Since then, CoM has grown from an annual intake of 10–15 students with a handful of faculty, to 80+ students every year and 110 staff.

**1995** The Malawi–Liverpool–Wellcome Centre in Blantyre is established, a partnership between LSTM, the University of Liverpool and the Wellcome Trust (the primary

funder). MLW is currently home to more than 680 staff, and conducts internationally-excellent science which aims to improve the health of people in sub-Saharan Africa and train the next generation of health leaders in Malawi.

**2000** Janet Hemingway takes over as Director and, over an 18-year tenure, leads LSTM through a period of significant investment and expansion – including increasing the research portfolio from £23m to more than £500m.



**2004** LSTM celebrates 100 years of the Diploma in Tropical Medicine and Hygiene (DTM&H) programme.

**2013** LSTM receives higher education status.

**2016** Bill Gates visits LSTM with then UK Chancellor George Osborne to announce the £1bn Ross Fund to combat diseases in developing countries.



**2017** Privy Council awards LSTM degree-awarding powers.

**2018** LSTM holds its first graduation ceremonies at the Liver Building, and awards Dr Letitia Obeng and Professor Victor Mwapasa its first honorary degrees.

**2019** Professor David Laloo takes over as Director of LSTM, leading the organisation towards its 125th anniversary in 2023. ▶



Find out more about our history  
[lstm.ac.uk](http://lstm.ac.uk)



Liverpool is a fantastic student city, bursting with opportunities and lots of things to do. It has a legendary music scene that's bigger than just the Beatles, and a city centre packed with clubs, pubs, bars, restaurants, and cafés.

## A CITY LIKE NO OTHER



### Central destination

Liverpool is only 2 hours from London by train. Liverpool's John Lennon airport connects to more than 650 destinations worldwide.



### Friendliest city

Liverpool is one of the most affordable and safest cities in the UK. It has been voted the friendliest city in the UK\* & 4th friendliest city in the world.\*\*

\*YouGov poll, December 2015  
\*\* Rough Guides, 2015



### Amazing shopping

Liverpool One is the city's £1 billion award-winning shopping development that attracts 2 million visitors every month.



### World class culture

Liverpool has World Heritage site status for the City Skyline – the same status as the Pyramids and the Taj Mahal!



## Great reasons to choose Liverpool

LSTM is based in the culturally rich city of Liverpool, offering students a great opportunity to visit an impressive number of galleries and museums in addition to exploring the legendary music scene. The city-centre restaurant scene will allow you to explore the cuisine of any culture, while the city also has award-winning shopping facilities and theatres, two Premier League football clubs, golf courses, beautiful parks, and outstanding countryside within a few miles drive.

As a multi-racial and multicultural city with a diverse range of religions and communities, Liverpool is a city that is very supportive of all the students who choose to live, work, and study here. ▶





# FACILITIES

LSTM has well-equipped, modern teaching and research facilities, in keeping with an institution at the cutting edge of tropical medicine. Major refurbishment of the main teaching areas began in 2015, including a major overhaul of the library facilities and all audio-visual equipment, as well as the creation of new collaborative group spaces and more flexible teaching rooms.

Teaching methods and programme content are continuously evaluated at LSTM. We place particular importance on small-group teaching, which allows the independent learning experience to come to the fore in the class. It also helps students build communication skills through group presentations, contributions in class and other assignments.

## The Weston Active Learning Lab

LSTM has invested approximately £1 million to create a new active learning laboratory, with support of donations from Garfield Weston Foundation, the Dinwoodie Charitable Company and the generosity of individual donors. This cutting-edge, multifunctional learning environment offers students a unique teaching and collaborative experience, contributing to LSTM's aim of being the 'go-to' institution for the training of global health professionals and leaders of the future.



## Virtual Learning Environment

Brightspace is LSTM's Virtual Learning Environment. Providing support at both course and programme level, it is at the core of the learning experience for our students.

### Brightspace provides access to:

- learning content and associated activities
- tools for communication and collaboration
- assessments, both formative and summative
- an area for personal reflection

In addition to the tools which are part of the Brightspace suite, a number of other technologies have also been integrated into Brightspace using single sign-on. This ensures that students have access to all their information and tools using a single username and password. ➤

*"The tech team were absolutely amazing! Never had so much help making sure my computer would connect to the needed services."*

— **Diploma in Tropical Nursing student, 2015**



Discover more about LSTM's facilities  
[lstm.ac.uk](http://lstm.ac.uk)

# STUDENT EXPERIENCE

At LSTM we value our students and strive to ensure that you have an excellent student experience. The Student Advice and Wellbeing (SAW) team comprises of two dedicated members of staff who will support you from point of entry to graduation and are here to ensure that you enjoy your time studying at LSTM and feel part of the local community.

## Student Advice and Wellbeing (SAW) team

The Student Welfare and Advice Manager acts as the first point of contact for welfare and safeguarding enquiries. The Student Welfare and Experience Manager provides counselling sessions, mental health support and offers a range of health and wellbeing initiatives such as health walks, mindfulness sessions, stress busters and organises sports and fitness opportunities. The Student Experience Officer is the main point of contact for support around disability, accommodation or feedback practices. The SAW team work hard to ensure that you enjoy your programme, reach your greatest potential and feel a valued member of the LSTM community. The team offer social events and activities so that you are given every opportunity to experience student life in Liverpool and to make long lasting friendships.

## Disability Support

The SAW team provides confidential information, advice and guidance regarding disability to prospective and current students and to members of the teaching staff

LSTM provides support to students with a wide range of disabilities including, but not limited to:

- Learning difficulties (such as dyslexia or dyspraxia)
- Physical health and mental health conditions
- Autism spectrum conditions (such as Asperger syndrome)
- Sensory impairments
- Mobility difficulties

Based on individual need and circumstances we will identify disability related support for your academic studies and tailor support on a case-by-case basis. The Student Experience Officer provides advice on sources of funding such as the Disability Support Allowance (DSA) that may be available to students with disabilities.

You can disclose a disability at any point in the year by contacting the Student Experience Officer either by attending one of the SAW drop-in sessions or by emailing [SAW@lstm.ac.uk](mailto:SAW@lstm.ac.uk). We encourage you to disclose a disability when applying for a programme, or as soon as possible afterwards, so that support arrangements can be promptly put in place.



*"It has been wonderful learning in a multicultural environment. It is good to understand the context one works in and to take that into consideration going forward. Liverpool is also a friendly and lovely city to live in and*

*"The MSc in International Public Health Degree is taught by world-class tutors (who have both practical experiences (involved in public health research and in epidemic response across the world) and who have a work history of having worked in the public health development and humanitarian sectors across the world."*

*"The variety of backgrounds of staff and students has made for a very rich learning experience"*

*"I have a deep sense of fulfilment and will be forever grateful to LSTM for boosting my career perspective in life."*

**MSc 2018/19 students**





*"It a brilliant course. Fantastic learning opportunity, and eye-opening"*

*"It's an amazing course, so interesting and the people you meet and doors that are opened will be invaluable in your future career"*

*"Absolutely brilliant course. I'd highly recommend it to all of my friends. If I had the opportunity to do it again, I would in a flash"*

*"Really interesting and inspiring with some amazing lecture"*

**DTM&H August  
2019 students**

### Accommodation Information

#### Liverpool Student Homes (LSH)

Liverpool Student Homes the official university service for private accommodation and is available to all prospective and registered students at LSTM.

A range of properties are advertised on Liverpool Student Homes website. The properties are registered to the LSH Code of Practice which allows you to have confidence that accommodation is safe and of a good standard. The LSH website provides details of accommodation offered by private landlords/letting agents including; lodgings, rooms for rent in shared student houses, student flats/apartments, bed-sits and larger housing schemes.

LSH offers bespoke support to LSTM students seeing accommodation in Liverpool. You can also use the LSH discussion boards to find other LSTM students to share accommodation with.

<http://www.liverpoolstudenthomes.org>

Phone: **+44 (0)151 794 3296**

Email: **LSH@liverpool.ac.uk**

For further guidance please contact the Student Experience Officer before or during your studies – **SAW@lstm.ac.uk**

### Student Feedback

The student voice is extremely important to us and informs everything we do. We work in partnership with our students and believe that you should be involved in developments and your feedback can help us to shape the way that we deliver our programmes and deliver services. Throughout your studies you will be given the opportunity to provide feedback through multiple channels such as surveys, focus groups and committees.

Your valuable feedback enables us to enhance your learning and student experience at LSTM.

### Social Activities

LSTM is committed to providing a healthy and inclusive community by bringing students and staff together for a range of social activities and wellbeing events. These events provide you with an opportunity to meet your fellow classmates as well as prominent world-leading academic figures within the institution. Past activities include; local football club tours, student led activities, craft sessions, coffee mornings and 'Meet a PhD Student' events for those who are interested in furthering their academic careers.



# FUNDRAISING

## DID YOU KNOW?

LSTM is a registered UK charity with 501c3 status in the US via the British Schools and Universities Foundation (BSUF)

Donations to LSTM directly impact the student experience by supporting scholarships, hardship funds, equipment and teaching facilities, such as the new Active Learning Laboratory.

Any scholarship can change an individual's life immeasurably through the opportunities it can create, but an LSTM scholarship can impact whole communities. Our students often come from healthcare professions in fragile or emerging health systems, and will often return to positions of seniority, influence and leadership. The skills developed on our programmes are shared with their colleagues, who in turn share this knowledge via their own networks – amplifying the impact far beyond an individual's own learning. The projects they undertake will be based on real situations back home, meaning that the best practice generated through then can be implemented almost immediately, resulting in improved practices and ultimately better outcomes for patients.

Donations are helping us to educate and train the next generation of scientists and health professionals who have the potential to go on to significantly change the face of global health.

Leading up to our 125th anniversary in 2023, our aim is to increase the number of scholarships that we can award to some of the brightest talent across the world. »



Find out more about LSTM's fundraising priorities  
[lstm.ac.uk/fundraising](http://lstm.ac.uk/fundraising)

## SCHOLARSHIP CASE STUDIES



*"I am a Sierra Leonean medical doctor who graduated from the College of Medicine and Allied Health Sciences, University of Sierra Leone in Freetown. I choose Masters in Tropical Paediatrics because I am coming from a country with one of the highest under five mortality in the world, which is my main source of motivation to see that I become very effective and efficient in saving the lives of our future generations. As a medical doctor with so much passion in paediatrics, this course will empower me with the tools and knowledge to contribute in providing care for these children so that they will actualize their fullest potentials and participate in nation building in my country and Africa at large. I want to take this opportunity to say a special thanks and appreciation to you for awarding me this scholarship."*

— **Mohammed Jalloh (MSc Tropical Paediatrics, 2020) Thomas Mark Scholarship Award**  
**Thomas Mark Scholarship**



*"As primary care Medical Doctor living in Nigeria, I know the importance of continued learning in my field of practice, that is why I will find any opportunity to learn to better myself and make well informed to make good choices for myself and my community. I chose to study at LSTM because the school's mission to break the cycle of poor health and poverty through education. As I come from a low resource country, I have seen first-hand the effects of poverty has had in my country. I am sincerely thankful for the scholarship award which has given me the great opportunity to study at LSTM."*

— **Fatimah Animashaun (MSc Global Health, 2020), Mamco Selab Scholarship Award)**

# ALUMNI

When you join LSTM, you become part of a global community of world changing alumni and friends. We are proud to attract the best talent from around the world, and prouder still of what our alumni go on to achieve. Since 1898, LSTM has fostered a community of future leaders, working to break the cycle of poor health and poverty all over the world.



**Jane Drichta – Executive Director of the Global Motherhood Initiative - is a midwife and educator whose career working with women has taken her all over the world. Jane initially qualified as a doula from the Seattle Midwifery School and completed a MSc in Global Public Health and Policy at Queen Mary University in London, before her career path led her back to education she completed the Diploma in Tropical Nursing here at LSTM in 2017, and then went on to complete a short course in Health in Humanitarian Emergencies.**

Jane's first experience of midwifery in low and middle-income settings was in the Philippines, where Jane worked as a staff midwife on the island of Mindanao in 2010. In 2012, Jane began her role as Doula Trainer and Programming Manager with Shanti Uganda, providing on-site doula training to local women, while also acting as Senior Supervising Midwife at Nssasi Village, Uganda, also with Shanti. In 2011, Jane became Director of Ugandan Operations at Shanti Uganda.

***"I felt very supported and respected during my time at LSTM. I model my interaction with other professionals in my work on how I was treated there."***

In 2016, Jane worked as Clinical Director of Nurture Project International in Thessaloniki, Greece, where she provided ante and post-natal care for Syrian refugee mothers in a refugee camp setting. Jane then went on to work as Clinical Coordinator for Nurture Project International in Dohuk, Iraq, where she worked with a number of international NGOs to deliver a coordinated programme of training and care under conflict conditions, to ensure women in the area had adequate care.

Jane is now based in Dohuk, Kurdistan (Iraq) as Executive Director of the NGO she founded, Global Motherhood Initiative.

*"I was first attracted to LSTM because of its international reputation. I have worked in development and response situations for ten years and everybody knows LSTM. The courses also fit well into my schedule. The DTN was a very intense three weeks, but the time I saved doing it all at once was well worth it. Once I received my DTN, I came back because of the quality of the teachers, and the fantastic relationships I formed at LSTM."*

*"I felt very supported and respected during my time at LSTM. I model my interaction with other professionals in my work on how I was treated there. All in all, it was a wonderful time in my life, and I made many friends from all over the world."*



Meet some of our inspiring alumni  
[lstm.ac.uk/alumni](http://lstm.ac.uk/alumni)



# FINANCE & FUNDING

There are many ways to fund your studies at LSTM. Our students receive funding from many different sources, including charities, NGOs, Government Ministries, Chevening, Commonwealth, the Wellcome Trust and many others.

## LSTM Merit Scholarships

We want to enable the best and the brightest students to join our global community of students. We have a series of enhanced scholarship opportunities to help students come to LSTM. Deadlines are published on our website and all applicants are informed of details in their offer email.

Find out more:

[lstm.ac.uk/study/how-to-apply/taught-programmes-scholarships](https://lstm.ac.uk/study/how-to-apply/taught-programmes-scholarships)

## LSTM Northern Discounts

The North of England has a lot to offer and if you have already studied in the North of England, we have a special discount off tuition fees for students who wish to progress onto their MSc with us. Full eligibility is on our discounts page, which also includes alumni discount details

Find out more:

[lstm.ac.uk/study/how-to-apply/eligibility-criteria-for-discounts](https://lstm.ac.uk/study/how-to-apply/eligibility-criteria-for-discounts)

## Masters Postgraduate Student Loans

Postgraduate student loans from the Student Loans Company have been available since 2016. Student loans are now available for full-time, part-time and distance-learning Master's degrees. Please check our website regularly for updates. We also email all applicants to let them know of these opportunities and deadlines.

Find out more:

[lstm.ac.uk/postgraduate-student-loans](https://lstm.ac.uk/postgraduate-student-loans)

## Postgraduate Research Student Loans

Student loans are also available for PhD-level qualifications lasting up to eight years in all subjects. These have been available since Summer 2018. ►

Find out more:

[gov.uk/doctoral-loan](https://gov.uk/doctoral-loan)



Find out more about finance and funding  
[lstm.ac.uk/finance-and-funding](https://lstm.ac.uk/finance-and-funding)



# OPEN DAYS

Thinking of joining LSTM? We hold two open days per year, usually in May and November. Our postgraduate Open Days give you the opportunity to talk to our experts about our taught and research programmes. Our academics, professional services staff and students are all on hand to answer your questions.

## You will be able to:

- Discover more about our taught programmes and research opportunities from current students and academic staff
- Find out more about fees and funding, including Postgraduate loans from the Student Loans Company
- Find out more about the applications process, including visas and entry requirements
- Discover scholarship opportunities and your eligibility for discounts
- Tour the facilities and speak to staff members across the organisation
- Visit our wide-ranging and interactive exhibition stands showcasing the breadth of research and work going on at LSTM

At LSTM, you will be joining a select and highly specialised postgraduate community from around the world. Furthermore, your time at LSTM will be set in one of the most culturally diverse, creative and energetic cities in the country. ►



You can register for Open Days on our website through all MSc pages, Diploma pages and our dedicated Open Day page  
[lstm.ac.uk/lstm-postgraduate-open-day](https://lstm.ac.uk/lstm-postgraduate-open-day)

## VIRTUAL OPEN DAY

Can't make it to the open day? Then discover life at LSTM and our range of courses on our virtual open day.



Find out more about our virtual Open Days and what they are about  
[lstm.ac.uk/study/virtual-open-day](https://lstm.ac.uk/study/virtual-open-day)



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# MASTER'S AT LSTM

LSTM's Master's programmes attract highly-motivated graduates from around the world. Programmes follow a modular framework in which students follow a core set of taught modules specified for their programme and then select from a variety of optional modules. This allows you to tailor our programmes according to your individual interests and prior experience.



***"Why LSTM?  
The reputation  
of the  
institution and  
the calibre  
of the people  
who are on  
the faculty."***

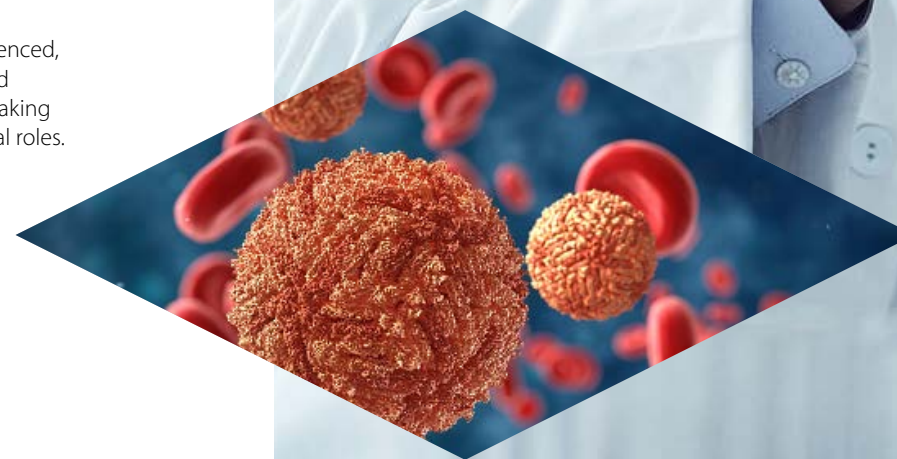
— Dr David Barr, 2015

Each Master's programme runs for 1 year, from September, including taught modules and a research project, leading to the submission of a dissertation. The research project is a highlight of the Master's Programme. It takes place from May to August, and can include fieldwork overseas. Every year, a proportion of research projects are hosted by LSTM Alumni, partners, or collaborators.

#### **We aim to:**

- Produce graduates who are experienced, committed, informed, proactive and effective professionals, capable of taking substantial and leading professional roles.
- Facilitate high-quality learning that is informed by critical analysis of current research.
- Develop independent and reflective approaches to study that will enable graduates to continue to learn in the future.

**In addition to the information here, modular frameworks and full programme specifications are available on our website.**



# CLINICAL SCIENCES MSc PROGRAMMES



Find out more about  
our work and impact  
[lstmed.ac.uk](http://lstmed.ac.uk)



# Tropical and Infectious Diseases

(MSc/PgDip/PgCert)

### Programme Outline

This programme develops research skills that are applicable to a wide range of problems in clinical and epidemiological settings. Emphasis is given to the scientific and empiric evidence for diagnosis, management and control of the most prevalent diseases in developing countries, with particular reference to high burden diseases such as tuberculosis, HIV and malaria, from a public health and clinical perspective.

This Master's programme does not include a clinical attachment or teaching at the bedside. The programme is offered within a dynamic research-led environment and its content is informed by the cutting-edge research activities of the academic staff. It is designed to enable the professional development of the student, to be relevant to students from both the UK and overseas, and to promote approaches to study that will enable graduates to continue their learning into the future. Following the taught component, students complete a dissertation including a period of applied research either overseas or in Liverpool.

### Career Opportunities

The MSc Tropical and Infectious Diseases (MTID) provides a wide range of skills and training for doctors planning academic and clinical careers in resource-poor settings with endemic disease. It is an excellent qualification for doctors who wish to work in the field of health research in either a clinical or community context, as well as with international organisations specialising in health assistance-related activities. This MSc is a great springboard into clinical academic routes, and previous students have successfully applied for Wellcome Trust Clinical PhD Fellowships. Also, many students have had their research projects published in peer reviewed journals, enhancing their standing in the academic research environment.

### Programme Aims

- Provide doctors with previous experience in high burden diseases with research skills relevant to tropical and infectious diseases in low-income countries.
- Develop students' knowledge and comprehension of the preventive and curative management strategies that promote health and well-being in tropical countries.
- Enable students to comprehend and conduct health-related research.

### Entrance Requirements

- Medical degree plus at least two years experience of professional work after qualification.
- Experience of working in a developing country is desirable.
- English Language - IELTS with an overall band score of 6.5 (and a minimum of 5.5 in all learning components).

### 3 Good Reasons to Study



Infectious diseases are a global threat, with recent outbreaks of Avian Flu H5N1, Ebola, and Zika Virus making headlines worldwide.



Have a transformative learning experience at LSTM - develop curiosity, discover new areas that excite you, and deepen your understanding in areas you'd like to be an expert in and opportunities for research overseas as part of your dissertation.



Raise your critical awareness of global health priorities and the research underpinning them. We will also work with you to publish your dissertation research in peer reviewed journals.



*"My time at LSTM has been enriching, it's enriched my own personal development, not just in my field, but also for my career, academics and leadership. It's been a wonderful experience"*

— Dr Ahmed Bulama, 2018

### Discover more about this programme



**T:** +44 (0) 151 702 9590  
**E:** mylstm@lstmed.ac.uk  
**W:** lstmed.ac.uk/study

# Tropical Paediatrics

(MSc/PgDip)

### Programme Outline

This programme aims to provide doctors practising or intending to practise in developing countries with a critical understanding of the evidence for the control and management of diseases in childhood with particular reference to endemic diseases in tropical countries.

Students will develop their ability to appraise the evidence that underlies current practice, undertake research and lead improvements in the quality of health services delivered to children in both hospital and community settings. The curriculum reflects current national and international priorities and policies in global child health. Following the taught component, which does not include a formal hospital attachment or bed side teaching, participants complete a dissertation including a period of applied research either overseas or in Liverpool. The programme is offered within a dynamic research-led environment and its content is informed by the cutting-edge research activities of the academic staff. It is designed to enable the professional development of the student, to be relevant to students from both the UK and overseas, and to promote approaches to study that will enable graduates to continue their learning into the future.

### Career Opportunities

The MSc Tropical Paediatrics provides a wide range of skills and training for paediatricians planning academic and clinical careers in the tropics. This MSc is often a starting point for career progression, and together with a successful dissertation/research project, it can strengthen your CV when applying for promotion in clinical settings. This MSc is a great springboard into clinical academic routes. Also, many students have had their research projects published in peer reviewed journals, enhancing their standing in the academic research environment.

### Programme Aims

- Provide doctors with previous experience in paediatrics and child health, with research skills relevant to child health-related problems in low-income countries.
- Develop students' knowledge and comprehension of the preventive and curative management strategies that promote child health and well-being in tropical countries.
- Enable students to comprehend and conduct child health-related research.

### Entrance Requirements

- Medical degree plus at least one years' experience of professional work in clinical paediatrics after qualification.
- Experience of working in a developing country is desirable.
- English Language - IELTS with an overall band score of 6.5 (and a minimum of 5.5 in all learning components).

### 3 Good Reasons to Study



Learning from leading experts in the field of global child health, you will identify the gaps in child health related research and service delivery, and discuss how to overcome them.



You will be able to become a better clinical and public health practitioner in maternal and child health, and an informed advocate for global child health.



You will study a specific topic related to child health, independently and in depth; from identifying the research question, through data collection and analysis, until write up.



*"The course was very challenging, and I learnt a lot from it and I feel I'm a better clinician now... Since going home to Kenya, I've now been given additional responsibilities to run the training and research committee and at the same I'm doing quality improvement projects in the hospital. I feel like I am having an impact by putting my Master's learning into practice straight away."*

— Dr Nelly Dindi, 2018

### Discover more about this programme



**T:** +44 (0) 151 702 9590  
**E:** mylstm@lstmed.ac.uk  
**W:** lstmed.ac.uk/study



# HUMANITARIAN MSc PROGRAMMES



## Humanitarian Studies

(MSc/PgDip/PgCert)

### INTERCALATE

#### 3 Good Reasons to Study



It is the longest established humanitarian studies programme in the UK, and whilst being in LSTM, it prepares you for many aspects of careers in the fields of humanitarian and development work.



It offers a wonderful and unique opportunity to do research for your dissertation abroad whilst working with key organisations in the field to provide career experience.



LSTM is filled with students from all over the world that you can learn with and from, and offers the chance of new international friendships, as well as networking opportunities with staff and NGOs.

#### Entrance Requirements

- Open to graduates with at least a Second Class Honours Bachelor's degree or overseas equivalent, although each application is judged on its own merits and exceptions to this entry requirement may be made. We will consider graduates from all disciplines as the programme is interdisciplinary.
- Evidence of engagement with the humanitarian or voluntary sector is desirable, but not essential.
- Medical students who have completed at least three years of study and wish to intercalate are also accepted onto the programme.
- Non-graduates with considerable satisfactory work experience and evidence of in-service training will also be considered.
- IELTS with an overall band of 6.5 (and a minimum of 5.5 in all learning components).

#### Discover more about this programme



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**E:** mylstm@lstmed.ac.uk  
**W:** [lstmed.ac.uk/study](http://lstmed.ac.uk/study)

#### Programme Outline

**The programme reviews historical and current policies and practice in humanitarian assistance, analyses the effect of war, natural disasters, and the international economy on social dislocation, health and wellbeing, investigates the evidence base for current operational guidelines, and explores novel approaches in responding to the challenges of today's humanitarian problems.**

It is responding to the need for a professional, integrated, accountable, and ethical approach to humanitarian interventions, in which humanitarian workers are often called upon to operate in environments where demands extend beyond conventional professional boundaries. Opportunities for in-depth study include regional and country case studies and a choice of modules addressing specific aspects of humanitarian interventions. In addition, the programme offers participants an opportunity to develop and undertake a research project, usually overseas, in an area of special interest indicated by client non-governmental organisations, international organisations, or national ministries. The programme is offered within a dynamic research-led environment and its content is informed by the cutting-edge research activities of the academic staff. It is designed to enable the professional development of the student, to be relevant to students from both the UK and overseas, and to promote approaches to study that will enable graduates to continue their learning into the future.

#### Programme Aims

- Provide a deeper understanding of the political economy of humanitarian emergencies including the internally displaced, refugees and migrants; the historical context; regional and country case studies; the effect of war and natural disasters and the international economy on social dislocation, health and well-being.
- Provide an interdisciplinary forum in which participants from a variety of professional backgrounds (eg health, political and social sciences, engineering, agriculture, development, international humanitarian law, human rights, administration and media) can review critically and debate key issues of mutual interest.
- Give participants an opportunity to conduct an independent, in-depth research study of a specialist aspect of humanitarian interventions in the field.

#### Career Opportunities

The MSc Humanitarian Studies (MHS) aims to strengthen links between academic institutions and operational humanitarian organisations. The skills, knowledge, and understanding of humanitarian issues gained during the programme, equip graduates to practice at a senior level in organisations involved in the prevention of, and response to, humanitarian crises. Past students have gone on to take a wide variety of positions, including Head of Policy and Strategy for MSF (Doctors without Borders), through to country director roles, with project placements all over the world. Many have also gone into other fields such as the public sector in the UK, social enterprises, law, social work, Political Advisor in the British Parliament, and so on.



# Humanitarian Health Programme Management

(MSc/PgDip/PgCert)

## Programme Outline

The programme investigates current approaches to humanitarian health-programme management, and identifies and develops models of good practice. It is a multidisciplinary programme designed to meet the growing requirement for professional management training in humanitarian aid, to meet the needs of development organisations managing increasingly complex and costly programmes.

Opportunities for in-depth study include regional and country case studies, and a choice of modules addressing specific aspects of humanitarian interventions. In addition, the programme offers participants an opportunity to develop and undertake a research project, usually overseas, in an area of special interest indicated by client non-governmental organisations, international organisations, or national ministries. The programme is offered within a dynamic research-led environment and its content is informed by the cutting-edge research activities of the academic staff. It is designed to enable the professional development of the student, to be relevant to students from both the UK and overseas, and to promote approaches to study that will enable graduates to continue their learning into the future.

## Career Opportunities

The skills, knowledge, and understanding of humanitarian issues gained during the programme, equip graduates to practice at a senior level in organisations involved in the prevention of, and response to, humanitarian crises. Past students have gone on to take a wide variety of positions, including Head of Policy and Strategy for MSF (Doctors without Borders), through to country director roles, with project placements all over the world. Many have also gone into other fields such as the public sector in the UK, social enterprises, law, social work, Political Advisor in the British Parliament, and so on.

## Programme Aims

- The curriculum has been designed to take account of current national and international priorities and policies in the field of humanitarian health programme management. It aims to:
- Explain the political and economic determinants of health and well-being in humanitarian emergencies, and critically review the evolution of, and current debate on, approaches to sustainable development
  - Provide you with the practical skills and confidence required to manage the financial aspects of humanitarian programmes, to maximise their efficiency, effectiveness, and accountability
  - Provide an interdisciplinary forum in which participants from a variety of professional backgrounds (eg, health, political and social sciences, engineering, agriculture, development, international humanitarian law, human rights, administration, and media) can review critically, and debate key issues of mutual interest
  - Give you an opportunity to conduct an independent in-depth research study of a specialist aspect of humanitarian interventions in the field

## 3 Good Reasons to Study



It is the longest established humanitarian studies programme in the UK, and whilst being in LSTM, it prepares you for many aspects of careers in the fields of humanitarian and development work. You will choose from a wide number of modules including media and advocacy, health in emergencies, logistics, and water and sanitation.



It offers a wonderful and unique opportunity to do research for your dissertation abroad whilst working with key organisations in the field to provide career experience.



LSTM is filled with students from all over the world that you can learn with and from, and offers the chance of new international friendships, as well as networking opportunities with staff and NGOs.

## Entrance Requirements

- Open to graduates with at least twelve months' humanitarian assistance or developing countries professional experience.
- Medical students who have completed at least three years of study and wish to intercalate are also accepted onto the programme subject to having appropriate experience.
- Non-graduates with considerable satisfactory work experience and evidence of appropriate in-service training will also be considered. Field experience is desirable but not essential.
- IELTS with an overall band of 6.5 (and a minimum of 5.5 in all learning components).

## Discover more about this programme



**T:** +44 (0) 151 702 9590  
**E:** mylstm@lstmed.ac.uk  
**W:** lstmed.ac.uk/study

LEAP brings together the best minds from across the humanitarian sector to deliver flexible and compelling courses in humanitarian practice.

**Leap** Leadership Education Academic Partnership

IN PARTNERSHIP WITH:








# Humanitarian Practice (LEAP Programme)

Delivered jointly by the Liverpool School of Tropical Medicine and the University of Manchester's Humanitarian and Conflict Response Institute. Degree awarded by the University of Manchester.  
(MSc/PgDip/PgCert)

## 3 Good Reasons to Study

-  The programme has been designed in partnership with Médecins Sans Frontières /Doctors Without Borders (MSF) to respond to the needs of humanitarian organizations.
-  Students will benefit from studying at two academic institutions recognised globally for the excellence of research and outstanding learning and student experience.
-  This is a flexible course designed to fit around the work commitments of those already in the humanitarian sector.

## Entry Criteria

This programme is designed for those working in the humanitarian field or with extensive experience of humanitarian work.

Applicants should hold a Second Class Honours degree, or its overseas equivalent. An exception may be made for candidates who have extensive professional humanitarian training and experience.

## English Language Requirements

An overall grade of above 6.5 (preferably 7) in IELTS is required, or above 88 in the TOEFL iBT.

Other English language qualifications can be accepted in accordance with the University of Manchester requirements.

## Discover more about this programme

 **W:** [humanitarianleap.org](http://humanitarianleap.org)

## Course Overview

**The MSc in Humanitarian Practice has been created to meet the professional and personal development needs of those working in the humanitarian sector, producing graduates who will meet the increasing demand for humanitarian leadership. The blended nature of this course promotes lifelong learning.**

It is delivered as part of the Leadership Education Academic Partnership (LEAP) programme and crosses traditional subject boundaries to enable you to reflect critically on issues arising from your own work, the wider humanitarian agenda and develop the skills set needed for contemporary humanitarian practitioners. Focusing on a wide range of humanitarian issues, the programme offers a thorough investigation of the agents of change in the humanitarian field.

It brings together the disciplines of public and global health, political science, international relations, history, epidemiology, disaster risk management and peacebuilding, as well as the expertise of academics and leading practitioners.

As an LSTM and HCRI student, you will benefit from a comprehensive and multidisciplinary approach to teaching and research, as well as individual tutoring and supervision from academics from a wide range of disciplines.

## Unique Partnerships

The programme is delivered jointly by the Liverpool School of Tropical Medicine (LSTM) and the University of Manchester's Humanitarian and Conflict Response Institute (HCRI) in partnership with international medical humanitarian organisation Médecins Sans Frontières /Doctors Without Borders (MSF). This partnership brings together multidisciplinary academic expertise and operational humanitarian experience and opens access to a broad range of courses across the two academic institutions. The programme has been designed to reflect the scoping and strategic needs as identified by MSF, but also relevant for other humanitarian organizations. Through the partnership we ensure that the programme will enhance the knowledge and skills of staff who work in a humanitarian organisation setting.



## Course Aims

- The overarching aim of the programme is to enhance the effectiveness of emergency response and humanitarian action, through employing multidisciplinary approaches and epistemologies and to:
- lead and excel in professional education, applied research and partnership for the betterment of local and international communities;
  - nurture graduates who are critical thinkers, effective communicators, innovative problem solvers, lifelong learners and ethical leaders;
  - advance knowledge to meet the changing needs of society; and
  - support a university community and humanitarian sector in which all members can excel through education and scholarship.

## Flexible Blended Programme

This is a flexible programme designed to allow study to fit around the work commitments of those already working in the humanitarian sector. It offers three entry routes leading to a Postgraduate Certificate, Postgraduate Diploma or a Master of Science (MSc).

Each qualification can be completed in a full time or part time mode. The programme comprises core modules delivered jointly by academics at the Liverpool School of Tropical Medicine and the University of Manchester and a wide range of optional modules available at both institutions.

The blended learning approach combines online and campus-based learning. This flexible approach gives you the best of both worlds: opportunities to work where and when it suits you as well as access to the face-to-face teaching, world-class facilities and networking available at the Liverpool School of Tropical Medicine and the University of Manchester. Through a combination of blended modules, short courses, traditional semester long units and online provision students will be able to access the programmes at times which are convenient to their working lives and study modules both remotely online and in person at the Liverpool School of Tropical Medicine and the University of Manchester for short periods of time.

- The duration of studies is also flexible:
- 12 to 60 months for MSc in Humanitarian Practice,
  - 9 to 48 months for Postgraduate Diploma in Humanitarian Practice,
  - 6 to 24 months for Postgraduate Certificate in Humanitarian Practice.

## Career Development

- The programme will enable you to critically reflect on your work and will provide you with the relevant academic background to inform decisions made in practice.
- LEAP will enhance your skills and knowledge, enabling you to better meet the needs of the populations you serve.
- The studies will strengthen your leadership skills and help you to grow into a management or coordination position within a humanitarian organisation.



## Discover more about this programme

 **W:** [www.humanitarianleap.org](http://www.humanitarianleap.org)





# GLOBAL HEALTH PROGRAMMES

*"I joined LSTM's global health course because I want to make an impact in the world by preventing and eradicating present and future health concerns that transcends national boundaries. Global health threats (such as climate change) have unavoidably been a great concern to major stakeholders, countries and international organisations & bodies, hence the importance and rising need of global health professionals."*

— **Chioma Mbonu, Nigeria – 2019**

## Global Health Programmes

(MSc/PgDip/PgCert)

Part time and Full Time available

### 3 Good Reasons to Study



The curriculum is designed in close consultation with employers, experts and stakeholders from global health agencies to ensure graduate employability and success in the workplace.



The programme is delivered through a flexible approach with students from different parts of the world and a high-quality research led academic environment.



The programme offers three pathways Master of Science (MSc – 180 credits), Postgraduate Diploma (120 Credits) or Postgraduate Certificate (60 Credits) that bring a multidisciplinary global context of health to develop transferable skills, knowledge and competencies for health action and impact.

### Entrance Requirements

- English language – IELTS with an overall band of 6.5 (and a minimum of 5.5 in all learning components).
- Graduates from recognised universities generally require at least a year of professional or voluntary experience in health or a related area. Candidates without this work experience are eligible, provided they can demonstrate an understanding and engagement with global health issues.

### Programme Outline

**LSTM's Global Health programmes seek to address priorities identified in several global health frameworks. These priorities include addressing global health inequalities through workforce development, leadership in health systems improvements, facilitating universal health coverage, promoting gender equity and creating meaningful partnerships for global health.**

The programmes are underpinned by LSTM's mission of decreasing the global disease burden through research, education and building capacity. The programmes also contribute towards building skills and competencies of organisations and individuals working in the global health sector. Graduates will develop high-level transferable knowledge, intellectual and practical skills enabling them to take a leadership role in providing technical support and addressing the social determinants of health. Graduates will be able to work with diverse populations and in a wide range of settings.

The programmes' competency-based curriculum was developed following close consultation with employers and key stakeholders, a review of global health competencies from renowned global health agencies and informed by evidence from global health employers to ensure relevancy and graduate employability. The MSc, PGDip and PGCert programmes cover a wide range of global health topics that provide graduates with key analytical, technical and practical skills for working in a diverse global world.

### The Programmes will develop:

- Critical knowledge and skills for addressing the global burden of disease using various strategies including surveillance, research methodologies and strengthening of health systems.
- Critical knowledge and leadership skills for effective health systems management to address global health inequalities.
- Critical knowledge and skills for promoting and protecting population health from global threats.
- Critical knowledge and skills for collaborative working using professional values and human rights frameworks with diverse global cultures.






**MSc PGDip PGCert – Flexible learning around your work and life**  
LSTM's Global Health programme offers flexible opportunities that fit study around your work, career aspirations and lifestyle. We offer a range of online modules and self-directed learning. Research informed discussions are at the core of our online learning model, offering a rich and dynamic learning experience. The tutors are global health experts who are the heart of LSTM's world-class research. Students will be afforded a range of opportunities to benefit from LSTM's high-quality academic and research environment as well as the programme's focus on providing practice-relevant skills and competencies.

**Who can apply?**  
The programmes are open to university graduates in health, or related disciplines. Graduates from other disciplines are encouraged to apply. Non-graduates with considerable work experience in the health sector and can provide evidence of continued academic development through appropriate in-service training will also be considered.

Qualification	Number of modules	Duration Part Time	Duration Full Time
MSc	6 Modules + research report	2 years	1 year
Postgraduate Diploma (PgDip)	6 Modules (3 core + 3 optional)	20 months	8 months
Postgraduate Certificate (PgCert)	3 Core Modules	8 months	N/A



**Discover more about this programme**

 **T:** +44 (0) 151 702 9590  
 **E:** mylstm@lstmed.ac.uk  
 **W:** lstmed.ac.uk/study

**Career Opportunities**  
There are many career opportunities within global health in high income countries such as the UK and low and middle-income countries throughout the world. The careers cover a wide range of options including:

- Environmental protection
- Research
- Education
- Promotion of health and wellbeing
- Management of health systems

Graduates can be involved in developing strategies, e.g. for communicable and non-communicable diseases and managing health emergencies, disasters resulting from human conflicts, climate change and subsequent population displacements.

Potential employers include:

- Public Health England
- Local Authorities
- World Health Organisation (WHO)
- United Nations agencies
- Centre for Disease Control
- Philanthropic organisations
- Ministries of Health
- Education
- Agriculture
- Non-governmental organisations
- Charities

**Graduates can become Global Health Consultants, Educators, Researchers, Managers, Health Promoters / Protectors, Global Health Specialists, Diplomats, Advocacy Workers, Community Workers etc.**



*"Our flagship MSc Global Health programme is innovative in its content and delivery model, and distinctive in its field-led and research-informed approach. Our students will benefit from a truly global experience."*

— **Dr Martha Chinouya**  
MSc Global Health Programme Director



TROPICAL DISEASE BIOLOGY MSc PROGRAMME



# Tropical Disease Biology

(MSc/PgDip/PgCert)

Previously known as Biology and Control of Parasites and Disease Vectors / Molecular Biology of Parasites and Disease Vector

### Programme Outline

This programme provides advanced contemporary training in parasitology and the study of disease vectors and the pathogens they transmit. The broad scope of the programme ranges from the biology, immunology, ecology and population biology of the organisms of importance to public health, disease epidemiology and tropical health issues.



In addition to providing a solid foundation in pathogen, parasite and vector biology, the programme provides practical experience of essential techniques, as well as significant theoretical and practical knowledge in all important and topical areas of the field. Following the taught component, participants complete a dissertation including a period of applied research either overseas or in Liverpool.

### Programme Aims

LSTM education courses are taught within a dynamic environment by staff working at the cutting-edge of research in tropical medicine and global health. They are designed to enable the professional development of the student, to be relevant to students from both the UK and overseas and to promote approaches to study that will enable students to continue their learning into the future.

This course aims to:

- Equip students with the knowledge and practical skills needed to develop a career in research, training or control of vector-borne diseases, pathogens, parasites, and organisms of importance to public health with particular emphasis on tropical and resource-poor regions of the world.
- Provide practical experience of a range of specialised technical and analytical skills relevant to the study of disease vectors, pathogens, parasites, and organisms of importance to public health with particular emphasis on tropical and resource-poor regions of the world.
- Enable students to conduct independent research in the laboratory and/or field. Produce graduates who are experienced, committed, informed, proactive and effective professionals, capable of taking substantial and leading professional roles.
- Facilitate high quality learning that is informed by critical analysis of current research.

### INTERCALATE

### 3 Good Reasons to Study



Tropical disease caused by pathogens blights the lives of over a billion people globally. You will develop a deep understanding of the biology of these organisms, and vectors that spread these diseases, in the fight against these debilitating infections.



Delivered by the LSTM Parasitology and Vectors of Disease Departments using state of the art laboratory facilities and with industrial collaborations, coupled with a strong research based that works in countries throughout resource-limited tropical regions of the world.



Provide you with practical experience of essential techniques, as well as significant theoretical and practical knowledge in all important and topical areas of the field of tropical disease biology, all taught within an active and exciting scientific environment.

### Academic Requirements

- Open to graduates with an Honours degree (2.ii or equivalent) in the biological sciences or a medical/veterinary degree.
- Overseas candidates with other qualifications may be accepted, particularly if they have the relevant experience through working in an appropriate field for a number of years.
- Medical or Veterinary students who have completed at least three years of study and wish to intercalate are also accepted onto the programme.

### Discover more about this programme



**T:** +44 (0) 151 702 9590  
**E:** mylstm@lstmed.ac.uk  
**W:** lstmed.ac.uk/study

### Recognition of Prior Learning

All programmes of study will permit entry with credit attributed to previous certificated study up to a total of one third of the credits required to be awarded a MSc Degree, Postgraduate Diploma, Postgraduate Certificate or Postgraduate Award.

### Work Experience

Non-graduates with considerable satisfactory work experience and evidence of appropriate in-service training will also be considered.

### English Language Requirements

IELTS with an overall band of 6.5 (and a minimum of 5.5 in all learning components). Full list of English language qualifications LSTM accept is on the website.

### Career Opportunities

Many alumni of LSTM hold prominent positions in health ministries, universities, hospitals, and international organisations throughout the world. Graduates are competitively placed to begin PhD programmes, seek employment within research programmes, work overseas in developing countries with a wide variety of employers including NGOs, military and public health-related employers, enter teacher training, or return to previous employers with enhanced knowledge and skills with which to advance their existing careers. Graduates of the MSc Tropical Disease Biology have undergone excellent general preparation for a career in laboratory and field research in biological sciences, and are particularly well placed for careers in research or training in areas related to organisms of importance to public health, pathogen, parasitic and vector-borne diseases globally, and particularly within tropical or resource-poor regions of the world.

*"LSTM is challenged to stay at the cutting edge of teaching. Everything is constantly changing. Climate change, civil unrest, natural disasters, etc.. affect resource-poor areas of the tropics and interventions change the prevalence and intensity of disease. We can't roll out the same lectures each year – our teaching responds to those evolving challenges. Our students must be ready to work in those areas and in labs, so we have to keep on our toes."*



*"The jewel in the crown here is the fact that our students have the opportunity to learn overseas. A great deal of our students come here specifically because they get opportunities to work in tropical regions on their research. It's being able to go out and see the challenges in the real world – there's nothing like it. Field work transforms people's careers and their view of those problems"*

— **Dr James Lacourse**  
Director of Studies



INTERCALATE

4 Pathways

1. International Public Health

2. International Public Health: Humanitarian Assistance

3. International Public Health: Sexual and Reproductive Health

4. International Public Health: Planning and Management

3 Good Reasons to Study



You will be taught by staff who are renowned experts in their fields of public health.



You will be given the opportunity to undertake your own real research project at home or overseas, with high levels of support throughout.



LSTM is filled with students from all over the world that you can learn with and from, and offers the chance of new international friendships, as well as networking opportunities.

Discover more about this programme



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International Public Health

(MSc/PgDip/PgCert)

Programme Outline

This programme equips graduates to provide leadership and technical support in public health in middle income and low-income countries.

It covers a wide range of topics in public and global health, including key disciplinary skills in epidemiology and social science, and applied topics such as disease control and programme management. The programme examines current policies and practice in international public health, and explores approaches to developing policy and enhancing practice based upon sound, evidence based principles. Following the taught component, participants complete a dissertation including a period of applied research, either overseas or in Liverpool. The programme is offered within a dynamic research-led environment and its content is informed by the cutting-edge research activities of the academic staff.

Programme Aims

• MSc International Public Health

To understand current policies and practice in international public health, and to explore approaches to developing policy and enhancing practice based upon sound, evidence-based principles. It aims to provide students with the knowledge and skills needed to be part of senior management teams that develop, implement, and evaluate policies and strategies to improve health in communities, countries, and globally.

• MSc International Public Health (Humanitarian Assistance, HA)

To understand current policies and practice in humanitarian assistance, and to explore approaches to responding to the challenges of today's humanitarian problems. It aims to provide students with the skills, knowledge, and understanding of humanitarian issues needed to practise at a senior level in organisations involved in the prevention of, and response to, humanitarian crises.

• MSc International Public Health (Sexual and Reproductive Health, SRH)

To gain a deeper understanding of international aspects of sexual and reproductive health (SRH) in middle-income and low-income countries. It aims to provide students with knowledge and skills needed to enable them to contribute to the strengthening of health systems in support of SRH (including maternal & neonatal health, MNH); facilitate the implementation and scale-up of good practice; and raise awareness amongst politicians, professionals, and the public of the need for more effective use of knowledge and tools to impact on SRH indicators.

• MSc International Public Health (Planning and Management P&M)

To gain an insight into the theories and methods of improving and managing health systems and human resources in middle-income and low-income countries. It aims to provide students with the knowledge and skills needed to enable them to contribute positively to the effectiveness of health-care organisations, using quality and human resource management initiatives.

Entrance Requirements

• Open to health professionals and graduates in health or related disciplines.

• Non-graduates with considerable work experience in the health sector of low or middle income countries and evidence of continued academic development through appropriate in-service training will also be considered.

• Medical students who have completed at least three years of study and wish to intercalate are also accepted onto all programme streams subject to having appropriate experience.

• IELTS with an overall band of 6.5 (and a minimum of 5.5 in all learning components).

• Candidates generally require professional or voluntary experience in health or a related area in a low or middle income country.

• Candidates without this experience are eligible, provided they can demonstrate an understanding and engagement in global health problems.

Career Opportunities

There are many career opportunities within the field of Public Health throughout the world. Public Health emergencies have been highlighted recently by the Ebola Outbreak in West Africa, H5N1 Avian Influenza, Zika Virus, and MERS. People with public health skills are highly sought after. Public health careers cover a wide variety of options from disease control, disease surveillance, non-communicable disease strategies, childhood vaccinations, government policies and strategies, reducing infant mortality, etc - to name but a few. Past alumni of this course typically go and work for health ministries, health departments, national or international disease control agencies, UN Agencies, aid organisations, or universities.

MSc PUBLIC HEALTH — INTERNATIONAL PUBLIC HEALTH

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Prospectus 2020/21



# Undergraduate BSc in Tropical Disease Biology

**Programme Outline**

The BSc in Tropical Disease Biology is an Honours degree programme offered by the School of Biological Science, University of Liverpool, with the final Honours year run and based in LSTM.

The degree programme is aimed at students who are interested in a range of aspects of the biology of infectious disease (from organism life cycles to epidemiology and molecular biology) in the context of global disease issues, with an emphasis on the tropics. The course includes a practical skills module in Tropical Medicine in Year 2, with final year modules in Parasitic Protozoa and Helminths, Parasitology including Immunology and Molecular Biology, Vector Biology, Chemotherapy and Topics in Global Health, and a Research Project.

Graduates with a degree in Tropical Disease Biology are well qualified to enter a wide range of employment opportunities with rewarding careers in biotechnology, pharmaceuticals, and other key areas. For those committed to a career as a research scientist, further study for a higher degree in science or subjects allied to medicine is the normal route, and several past students have continued their training by enrolling onto Masters and PhD programmes at LSTM.

To apply to the BSc Tropical Disease Biology, school leavers should apply through UCAS as normal. For intercalating medics – applications should be directed to the School of Life Sciences at the University of Liverpool direct.

# Intercalating Medics

Intercalating is associated with improved performance in Years 4 and 5 of the MBChB. This improved performance will further contribute to higher academic ranking for Foundation Year posts. You can intercalate at LSTM on:

- BSc Tropical Disease Biology
- MSc Tropical Disease Biology
- MSc Humanitarian Studies
- MSc International Public Health
- MSc International Public Health – Humanitarian Assistance
- MSc International Public Health – Sexual & Reproductive Health
- MSc International Public Health – Planning & Management

**Intercalating Medic Prize**

We are delighted to offer a competitive scholarship prize for funding your overseas project. This will be between £1500-£3500 depending on your project. Our research projects are often one of the most memorable aspects of a Masters at LSTM but can be out of reach for some students due to finances. We want to help you on your way to becoming leaders of the future.

Applying for this scholarship will be giving you a great opportunity to showcase your skills. Taking part in this process works on your communications, thinking about the bigger picture / multidisciplinary approach, writing an abstract, successfully applying for funding. This is not just about walking away with the funding, it's also about the extra transferrable skills.

**Discover more about this programme**



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W: lstmed.ac.uk/study



# PROFESSIONAL DIPLOMAS AT LSTM

These courses are ideal for students with limited time or those wishing to study selectively. Our Professional courses range from 3 to 13 weeks duration and aim to prepare you with key knowledge in a short amount of time.



*“LSTM is full of inspirational teachers ... they have in-depth knowledge of their specialities, and many are international leaders and advisers”*



*“LSTM is full of inspirational teachers. Many have spent time living in resourcepoor settings and they are committed to improving the health of people living in poor countries. Most are active researchers so they have in-depth knowledge of their specialities, and many are international leaders and advisers.”*

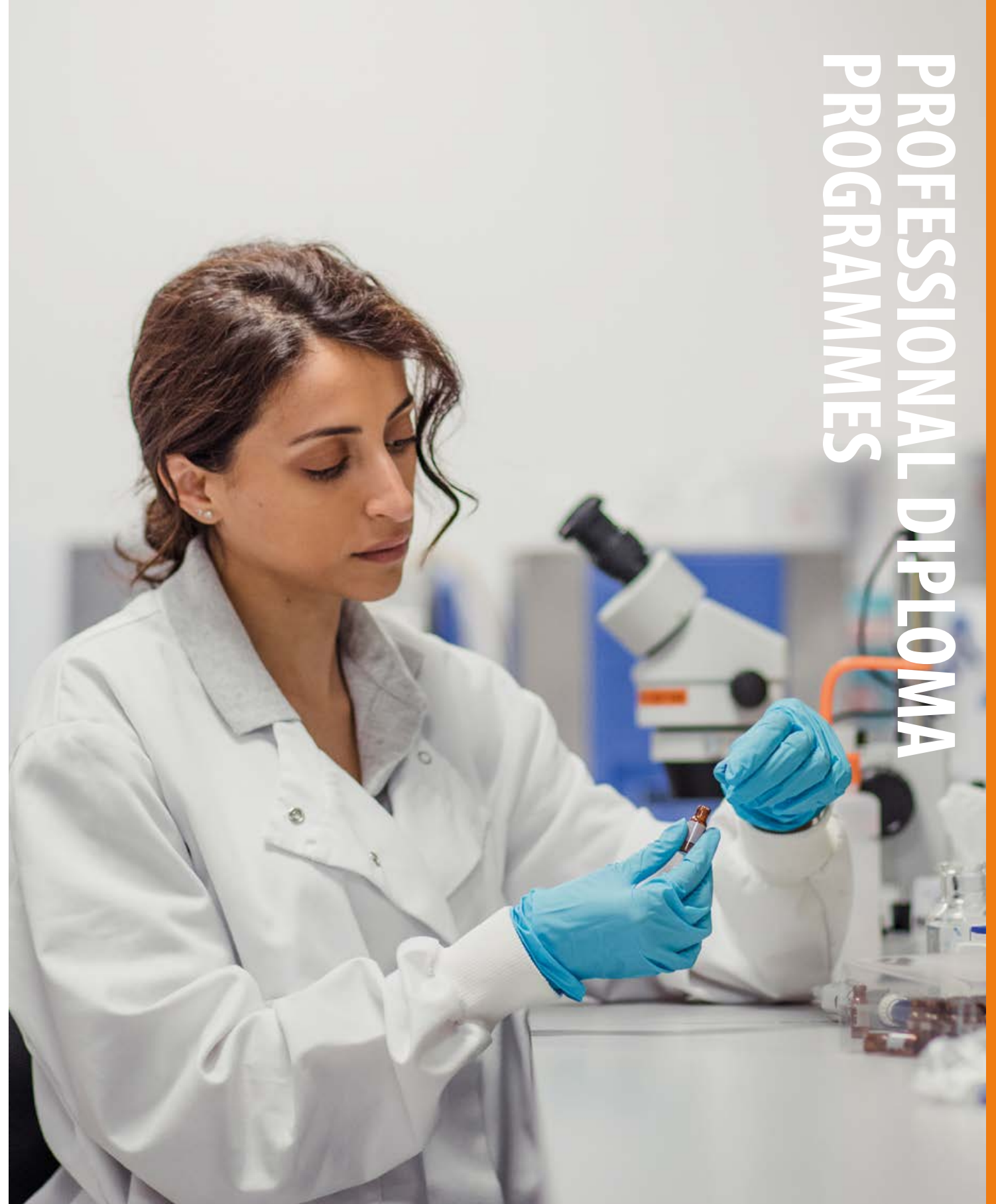
— Professor Imelda Bates



In addition to the information here, full programme specifications and assessment details are available on our website.  
[www.lstmed.ac.uk](http://www.lstmed.ac.uk)

Our Professional range of courses offer highly intensive study from a world class faculty and allow you to immerse yourself into the subjects whilst on study break/annual leave from your career. They also offer huge networking potential with students coming from over 60 countries. We also work with key partners to ensure our Professional programmes are fit for purpose and many are accredited or recognised with Royal Colleges such as the Royal College of Nursing, the Royal College of Midwives, and the Royal College of Physicians. You will see many are also recommended by key organisations such as Médecins Sans Frontières. Some of our Professional courses have been running for over 100 years such as the Diploma in Tropical Medicine and Hygiene (DTMH), and are world-renowned.

# PROFESSIONAL DIPLOMA PROGRAMMES





# Diploma in Tropical Medicine and Hygiene

(DTM&H)

Full Time: 3 months (2 intakes per year in September & February)

## Programme Outline

**This programme is particularly useful for physicians who have trained in medicine in a developed country, but intend to practise in the tropics.**

It is also useful for physicians already practising in developing countries who require an update on infectious, parasitic, and other health problems, and for doctors in developed countries who need to diagnose and manage imported infections. It is recognised as fulfilling part of the requirements for the American Society of Tropical Medicine and Hygiene Certificate in Travel Medicine. This is a highly intensive course with lectures, practical exercises, tutorials, and a range of seminars which provide opportunities for small group work. Much of the practical work in the Dagnall Laboratory is hands-on, backed up with a range of demonstration materials, and facilitated by academic and technical staff. You will cover four main components: 1) Clinical Tropical Medicine & Child Health 2) Parasitology 3) Vector Biology 4) Public Health.

## Career Opportunities

Doctors with DTMH typically work with NGOs and IOs directly after the course, providing a valuable year out of core or specialty training. Also, many medical retirees join us on the DTMH before starting volunteer work overseas. The DTMH is essential criteria for working with large NGOs, such as Médecins Sans Frontières (MSF).

## Programme Aims

- Design programmes, prepare action plans, and evaluate them to produce effective public health interventions for vulnerable communities and populations, including those affected by conflict and disaster.
- Evaluate clinical presentation, diagnosis and management of major communicable, non-communicable and neglected diseases in LMICs, and explain principles of their epidemiology and control.
- Analyse specific health and health system challenges affecting vulnerable groups living in LMICs and choose strategies and apply programme management principles to overcome them.
- Explain and illustrate the importance of social, cultural and economic factors on planning, management, implementation and uptake of preventative and curative health services and disease control programmes in LMICs.
- Appraise major diagnostic strategies for controlling diseases of LMIC and identify relevant stages of development of important pathogens and vectors responsible for causing and transmitting human disease in LMICs.
- Summarise key biological characters of major insect vectors of disease and explain their relevance in the epidemiology and control of communicable diseases in LMICs.
- Analyse, synthesise and evaluate information from a variety of sources in a critical manner; eg evaluate clinical practice according to national/international management guidelines.
- Apply subject knowledge and understanding in a variety of contexts to analyse and reach evidence-based conclusions on complex situations, problems and opportunities
- Identify and describe pathogens important in the diagnosis of diseases of LMICs and distinguish these from non-pathogenic organisms.
- Identify important insect vectors of disease in LMICs
- Lead and participate in a health professional team and personally manage clinical problems commonly encountered in LMICs.
- Devise strategies for assessing and improving community health in LMICs.

## Entrance Requirements

- A recognised medical degree.
- At least 2 years' experience of professional work after qualification

## 3 Good Reasons to Study



Our faculty and graduates are at the forefront of the fight against diseases of poverty worldwide, and are highly sought after by MSF and other leading NGOs and IOs.



We are world leaders in research and response to existing and emerging diseases threatening global health and security.



You will emerge from the programme with a deeper understanding of the complex cultural, social, political, economic, and technical challenges and opportunities for improving the health and wellbeing of individuals and communities throughout the world today.

*"It is truly an amazing experience to be here at LSTM on the DTM&H course. Wonderful tutors, friendly staff and great environment; all in one place at the same time. I am so happy to have made the right choice to attend the course at LSTM."*

— Dr Michael Kamara, Sierra Leone on the Spring 2019 DTM&H

*I feel very privileged and fortunate to have been a student at LSTM over the past few months. The course deserves its excellent reputation, and it is clearly in safe hands as it continues to respond to our ever-changing world. I was very impressed from the moment of my arrival by the levels of professionalism and enthusiasm displayed by all members of the School. It was obvious that everybody greatly enjoys teaching on the course, and this led to a highly conducive environment for learning, whilst still having fun!*

— Dr Tom Bennett Britton, May 2019)

## Discover more about this programme

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E: [mylstm@lstmed.ac.uk](mailto:mylstm@lstmed.ac.uk)  
W: [lstmed.ac.uk/study](http://lstmed.ac.uk/study)





# Diploma in Humanitarian Assistance

(DHA)

Blended Learning: 12 weeks duration with 5 weeks face to face teaching in LSTM and 7 weeks part time online

### Course Overview

**Goal: To provide training in humanitarian action, disaster prevention, preparedness and response and thereby enhance human resource capacity for managing the humanitarian emergencies arising from natural disasters and complex emergencies worldwide.**

The Diploma in Humanitarian Assistance (DHA) is an innovative and intensive multidisciplinary training programme designed for humanitarian workers engaged in emergency relief and development. The curriculum combines core and specialist modules enabling participants to explore the essential issues relevant to all humanitarian workers, whatever their professional background, and to select a specialist module which will provide them with a deeper understanding of an area of special interest. The DHA has been specifically designed so that it can be delivered as a short course with a regional focus that addresses the needs of participants in countries directly affected by humanitarian emergencies. The DHA has been offered at the Liverpool School of Tropical Medicine since 2002.

From 2020, the programme will be delivered by a combination of on-line and face-to-face teaching. An introductory module 'The Humanitarian Arena' will be available on-line three weeks prior to the start of the face-to-face component. This will include key readings, videos, debates and discussion boards. This will be followed by four weeks of face-to-face teaching at LSTM and one week for reading, revision and assessments. Finally, participants will submit a written assignment four weeks after the assessment week. Access to LSTM e-learning and library resources will be available throughout.

Weeks 1-3 On-line Introductory module (off-site)

Weeks 4-7 Face-to-face teaching (at LSTM)

Week 8 Assessment

Weeks 9-12 Preparation and submission of written assessment (off-site)

This format of concentrated contact time combined with flexible self-study makes the programme accessible to participants concurrently engaged in professional practice.

### Programme Aims

- To provide humanitarian workers with the awareness, understanding, and skills essential for effective action as individuals and as members of a team.
- To identify and promote standards of good practice in humanitarian responses.
- To encourage cooperation and dialogue between governmental, non-governmental, national, and international agencies involved in humanitarian action.
- To examine strategies for early warning and prevention of humanitarian crises.
- To create a more effective synergy between emergency humanitarian interventions and programmes promoting sustainable development.

### Entrance Requirements

- University degree or equivalent professional qualification or experience.
- Applications are welcome from persons working with governmental, international, and non-governmental organisations, as well as other individuals preparing for, or currently engaged in, humanitarian work.

### 3 Good Reasons to Study



It is the longest established humanitarian studies programme in the UK, and whilst being in the School of Tropical Medicine, it prepares people for many aspects of careers in the fields of humanitarian and development work.



In 12 weeks, you will receive a concentrated exposure to the front-edge thinking in all of the relevant areas of humanitarian work, and will get to act out real-life scenarios.



LSTM is filled with students from all over the world that you can learn with and from, and offers the chance of new international friendships, as well as networking opportunities.

### Discover more about this programme



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LSTM are delighted to support the International Year of the Nurse and the Midwife

# Diploma in Tropical Nursing

(DTN)

3 week full-time course followed by a 3 week assessment period. Students only need to be in LSTM for 3 weeks, the remaining time can be taken whilst working around your other commitments.

2 intakes per year in May & December

### Programme Outline

**The Diploma in Tropical Nursing (DTN) is awarded by the Liverpool School of Tropical Medicine (LSTM) as part of its suite of non-credit bearing Professional Diploma programmes aimed at enhancing the knowledge, skills, and competencies of healthcare professionals working in low-income and middle-income settings.**

The DTN aims to familiarise participants with common health issues in overseas settings, helping them to develop their analytical, problem solving, and practical nursing skills. The curriculum is flexible to include sessions relevant to current international events, and also contains a strong laboratory element. The programme provides up-to-date factual knowledge and current best practice. The course is accredited by the Royal College of Nursing for 90 study hours. The curriculum has been informed by the requirements of organisations deploying nurses in low-income and middle-income countries (eg, Médecins Sans Frontières; Voluntary Service Overseas), and is designed to introduce common health topics that nurses and midwives are likely to come across whilst working in these settings.

### Programme Aims

LSTM education courses are taught within a dynamic environment by staff working at the cutting-edge of research in tropical medicine and global health. They are designed to enable the professional development of the student, to be relevant to students from both the UK and overseas and to promote approaches to study that will enable students to continue their learning into the future.

- Equip participants with knowledge and practical skills relevant to nursing in low and middle income countries.
- Produce graduates who are informed and effective professionals, able to work in teams as well as individuals.
- Facilitate high quality learning that is informed by up-to-date knowledge and current best practice.
- Develop independent and reflective approaches to study that will enable graduates to continue to learn in the future.

### Career Opportunities

This course provides a global perspective of the complex issues of working as a nurse in the challenging context of low-income and middle-income countries. We will facilitate well-developed management and leadership skills to assist health service coordination – an attractive skill-set of working in resource-poor settings. We will also work on refined interpersonal skills and ability to think and act critically and flexibly. Overall, most nurses and midwives undertake this course to facilitate their entry into working in humanitarian aid and volunteer work overseas.

### 3 Good Reasons to Study



Tropical Nursing is recommended by key NGOs, such as MSF, as an entry-level requirement for nursing work overseas, and therefore opens up job opportunities.



Learning alongside nurses from all over the world, you will find the course enriching and motivational.



You will gain many strategies and key knowledge to enable you to work competently in challenging and low resourced settings.

### Entrance Requirements

- Registered General Nurse or Midwife
- At least 2 years post-registration practice

*I completed the DTN in November 2017. After the completion of the DTN I joined the humanitarian emergency response roster for an international NGO and spent 3 months working in the Rohingya refugee camps in southern Bangladesh. The content of the DTN was directly relevant to my work in Bangladesh (for instance preparing for a potential cholera outbreak in the camps) and I often referenced much of the materials while overseas. It gave me confidence working in a humanitarian emergency response having tools, resources, and background context which I gained from the DTN. The quality and relevance of the modules as well as the passionate faculty of the DTN motivated me to return the following year for my MSc of International Public Health and dig deeper into some of the topics we explored. I would absolutely recommend the DTN for any nurse that is interested in global health and working in low income settings; it is the best decision I've made towards my career goals."*

— Julia Petras (US nurse)

*"Thank you for a wonderful 3 weeks and for reminding me of all the reasons I came into nursing."*

### Discover more about this programme



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**W:** [lstmed.ac.uk/study](http://lstmed.ac.uk/study)



# Diploma in Travel Health

( DipTH — Online Course)

### Programme Outline

The programme can be started at different points throughout the year, with the opportunity to sit for the final written assessment and final MCQ exam in either May or September each year.

The Diploma in Travel Health (DipTH) is awarded by the Liverpool School of Tropical Medicine (LSTM) as a Professional Diploma aimed at equipping both new and experienced practitioners in the development of their knowledge, skills and competencies in travel health. The programme provides a platform for confident practice, through interactive on-line learning, an opportunity for reflection, and continuing professional development with subject specialists and peers. The course is open to registered doctors, nurses, pharmacists and travel & expedition health professionals who wish to further develop their travel risk assessment and problem-solving skills in clinical practice.

The programme has been jointly developed by the LSTM and the National Travel Health Network and Centre (NaTHNaC) and is delivered through a series of four on-line modules, each with a corresponding summative assessment, culminating in a final on-line MCQ exam and written assessment.

### The four modules are:

- Travel Vaccination Principles and Practice (TVPP)
- Malaria Prevention in Travel Health (MPH)
- Governance and Safety in Travel Health (G&STH)
- Hazards in Travel Health (HITH)

### Entry Requirements

- Qualified health care professional; including: General Nurse, or Pharmacist, or Doctor, or travel/expedition medicine Medic. For those candidates where there is a requirement to register as a qualified health care professional in their country of practice, then the candidate must also be able to provide proof of registration.
- Recognition of prior learning: Students who have already successfully completed one/two of the existing modules within the last two years, and who wish to go on to complete the diploma, will be able to submit their assignment for the completed module(s) retrospectively (at the next available assessment date) and go on to complete the remaining modules and submit for the diploma.
- Work Experience - Students should have some previous experience of giving vaccinations/immunisations and ideally will have completed the national minimum standards for immunisation training for the country in which they are practising or will be undertaking this during their course of study.

### 3 Good Reasons to Study



You will develop your theoretical and practical knowledge in travel health by completing four on-line modules using a variety of interactive online educational tools.



This course has been jointly developed by LSTM in conjunction with the National Travel Health Network and Centre (NaTHNaC) and is delivered by experienced clinical professionals from the two organisations.



Learn together through interactive, on-line study with travel health professionals from across the globe.

### Learning Outcomes

- To enable practitioners to develop their knowledge and skills in evidence-based travel risk assessment.
- To provide an opportunity for continuing professional development through interactive learning with subject specialists and peers.
- To develop independent and reflective approaches to study that will enable graduates to continue to learn in the future.

### Career Opportunities

The programme is designed to enhance participants' knowledge base, experience and competencies in the field of travel health to increase employment options through the travel health specialism.

### Discover more about this programme



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# CLINICAL SHORT COURSES





# Travel Vaccinations: Principles and Practice

(📅 4 weeks — Online Course)



This programme is part of the Diploma in Travel Health (p51)

## Course Outline

**Travel health medicine is a fast growing and fast moving area of clinical practice. All health professionals providing travel health advice need to be familiar with current travel health issues and be able to deliver correct advice using reliable information resources tailored to the individual needs of each traveller. More people with pre-existing illnesses or other special needs are travelling, therefore delivering advice is becoming more complex.**

This online course aims to equip new and experienced practitioners in the development of their vaccination knowledge and skills within a travel health setting. It will provide a platform of confident practice, reflection and continuing professional development (CPD) through interactive learning with subject specialists and peers.

## What will we cover:

- Vaccine preventable diseases of importance to the travel health practitioner
- Accessing reliable evidence based country specific vaccine information
- The immune system and the interplay with vaccines
- Types of vaccines
- Practical aspects of administering multiple vaccines and vaccine scheduling
- Application of knowledge using travel scenarios for vaccine administration
- Factors that affect vaccine delivery including cold chain and traveller specific issues such as existing health problems.

## Learning Outcomes

- Explain the basic principles of the immune response to live and non-live vaccines.
- Describe the key features of the vaccine preventable diseases studied.
- List the vaccines relevant to your travellers in your practice setting and be able to summarise the schedules and efficacy of these vaccines.
- Demonstrate the application of your learning in travel health consultations.

## Career Opportunities

This course is suitable for anyone who works in the fields of travel health, nursing or travel medicine. GPs, practice nurses, travel health advisors, pharmacists, specialist infectious disease doctors in training and other related disciplines would find this course extremely useful.

## 3 Good Reasons to Study



Delivered by experienced clinical professionals from the Well Travelled Clinics at the Liverpool School of Tropical Medicine and Alder Hey Children's NHS Foundation Trust who have a wide experience of advising global travellers and teaching health professionals about travel health.



You will develop your theoretical and practical knowledge and skills in advising travellers about travel vaccinations using a variety of interactive online education tools to facilitate learning with other health professionals.



This interactive online learning with subject specialists and other students, enables flexible study to suit your needs including practical case studies from travel health consultations and discussion forums.

*"I really enjoyed the online lectures and being able to study at my own pace was great, this meant I could listen to them a couple of times if I didn't get all the info I needed the first time. The info given was relevant and up to date, I really enjoyed the complex traveller section. I wouldn't hesitate to recommend this course."*

— **Beverley Gratwohl**

Nurse Practitioner in the UK

## Discover more about this programme



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# Malaria Prevention in Travel Health

(📅 3 weeks — Online Course)



This programme is part of the Diploma in Travel Health (p51)

## Course Outline

**Travel health medicine is a fast growing and fast moving area of clinical practice. All health professionals providing travel health advice need to be familiar with current travel health issues and be able to deliver correct advice using reliable information resources tailored to the individual needs of each traveller.**

More people with pre-existing illnesses or other special needs are travelling, therefore delivering advice is becoming more complex. With the new guidance from the Advisory Committee on Malaria Prevention (ACMP) just released in October 2017, this is an excellent time to learn based on the new guidelines, as there are some significant changes this year. This course will provide a platform of confident practice, reflection and continuing professional development (CPD) through interactive learning with subject specialists and peers. The course features an introductory lecture by Professor David Laloo, chair of the ACMP on the current global picture of malaria. The main aim of this course is to develop confident practice in malaria prevention, and provide an opportunity for reflection and continuing professional development through interactive learning with subject specialists and peers.

## What will we cover:

- Introduction and global impact of malaria
- Malaria life cycle, chemoprophylaxis and the malaria specific travel risk assessment
- Bite prevention
- Advising travellers with special risks on malaria chemoprophylaxis
- Carrying out a malaria risk assessment during a travel consultation

## Learning Outcomes

- Explain basic principles of malaria transmission and global impact of the disease.
- Describe the key features of malaria prevention in travellers: chemoprophylaxis and bite prevention.
- Demonstrate application of learning in travel health consultations.

## Career Opportunities

This course is suitable for anyone who works in the fields of travel health, nursing or travel medicine. GPs, practice nurses, travel health advisors, pharmacists, specialist infectious disease doctors in training and other related disciplines would find this course extremely useful. Open to all health related disciplines.

## 3 Good Reasons to Study



Delivered by experienced clinical professionals from Well Travelled Clinics at the Liverpool School of Tropical Medicine. This course gives you the opportunity to learn from those with up to date knowledge and practical experience.



Interactive on-line learning enables flexible study through participatory group work with other students, on-line lectures and discussion forums.



You will develop theoretical and practical knowledge and skills in advising travellers about malaria prevention by working through practical patient case studies.



*"This is an exciting time to learn more about malaria prevention as the Public Health England guidelines have some significant changes this year in response to changing risks for UK travellers. This course provides an opportunity to learn about current recommended practice in malaria prevention and undertake continuing professional development (CPD) through interactive learning with subject specialists and peers, as well as providing an overview on the current global picture of malaria"*

— **Professor David Laloo**

## Discover more about this programme



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# Governance and Safety in Travel Health

(📅 4 weeks — Online Course)



This programme is part of the Diploma in Travel Health (p51)

## Course Outline

The course is designed to equip new and experienced practitioners in the development of their knowledge and skills in relation to the legal and safeguarding issues of travel health. It will provide a platform for confident practice, reflection and continuing professional development through interactive learning with subject specialists and peers.

## What will we cover:

- Introductory Week
- Legal and safeguarding issues in travel health
- Medicines management
- Travel Health consultation and risk management

## Learning Outcomes

- To equip new and experienced practitioners in the development of their knowledge and skills in relation to the legal issues and safeguarding in travel health.
- To provide a platform for confident practice, reflection and continuing professional development through interactive learning with subject specialists and peers.

## Career Opportunities

This course is suitable for anyone who works in the fields of travel health, nursing or travel medicine. GPs, practice nurses, travel health advisors, pharmacists, specialist infectious disease doctors in training and other related disciplines would find this course extremely useful.

## Discover more about this programme



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## 3 Good Reasons to Study



Delivered by experienced clinical professionals from the Well Travelled Clinic at LSTM and NaTHNaC who both have wide experience of advising global travellers and teaching health professionals.



You will develop theoretical and practical knowledge and skills in governance and safety in travel health using a variety of interactive online tools to facilitate learning with other health professionals.



This interactive online learning with subject specialists and other students, enables flexible study to suit your needs. The module includes scenario based learning and a range of online group activities.



## 3 Good Reasons to Study



Delivered by experienced clinical professionals from the Well Travelled Clinic at LSTM and NaTHNaC who both have wide experience of advising global travellers and teaching health professionals.



You will develop theoretical and practical knowledge and skills in relation to the discussion of non-vaccine preventable diseases during your travel health consultations.



This interactive online learning with subject specialists and other students, enables flexible study to suit your needs. The module includes scenario based learning and a range of online group activities.



This programme is part of the Diploma in Travel Health (p51)

## Course Outline

To equip new and experienced practitioners in the development of their knowledge and skills related to non-vaccine preventable hazards in a travel health setting. To provide a platform for confident practice, reflection and continuing professional development through interactive learning with subject specialists and peers.

## What will we cover:

- Introductory week
- Vector borne disease, schistosomiasis, sexual health, long haul flights and sun care
- Travellers' diarrhoea, mountains and altitude and the returned traveller

## Learning Outcomes

The aim of this course is to explore non-vaccine preventable health hazards related to travel (excluding malaria) and how these can be prevented / managed when discussed in the travel consultation providing an opportunity for reflection and continuing professional development through interactive learning with subject specialists and peers.

## Career Opportunities

This course is suitable for anyone who works in the fields of travel health, nursing or travel medicine. GPs, practice nurses, travel health advisors, pharmacists, specialist infectious disease doctors in training and other related disciplines would find this course extremely useful. Open to all health related disciplines.

This course is only available as a stand-alone course if you have already completed the online Travel Vaccinations: Principles & Practice course first.

## Discover more about this programme



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# Statistical Methods of Epidemiological and Clinical Research

(2 weeks)

### Course Outline

This course aims to provide students with knowledge and critical understanding of standard and advanced quantitative statistical methods, within the context of epidemiological and clinical research in humans. We will develop your ability to design, critically analyse, interpret, and report the findings of a complex research project in a health related topic. The focus is on methodologies appropriate for complex surveys and observational cohort/case-control studies, but you will also examine methodologies relevant for randomised controlled clinical trials.

The module will concentrate on the practical application of different experimental design strategies and on the interpretation of the results of statistical analysis methodologies, rather than on any detailed mathematical derivations. Teaching sessions typically comprise an introductory presentation describing a specific type of study design or statistical methodology, a linked period of student-directed learning with staff available for consultation, a group discussion, and a period of directed self-study based on the material covered in the session. You will be given access to a large dataset that mimics the inhabitants of a fictitious community in a tropical country, and will be asked to design projects to address a series of research questions relating to tropical health issues in humans. You will then select an appropriate number of individuals from the dataset and analyse the data using standard statistical computer packages such as EpiInfo, SPSS, and R.

### Learning Outcomes

- Summarise the results of statistical analyses in a report format suitable for a non-mathematical readership
- Identify appropriate experimental design methodologies for carrying out health surveys, observational epidemiological studies (primarily cohort and case-control design studies) and interventional clinical trials involving human participants
- Critically evaluate and interpret the statistical analyses of data from health surveys, epidemiological studies and interventional clinical trials
- Identify and execute appropriate statistical methods for summarising data collected in health surveys, epidemiological studies and interventional clinical trials, using both conventional significance testing approaches and more contemporary effect size/ confidence intervals concepts

### Career Opportunities

Anyone requiring a basic knowledge of statistical methods for medical research would find this course beneficial. Over many years, we have educated hundreds of students, many of whom have established successful careers in industry and research in the academic or private sectors, or who have gone on to work in development as part of government or NGO teams .

### 3 Good Reasons to Study



Statistics lies at the heart of most epidemiological and medical research, enabling us to identify disease risk factors, effective drug treatments, and make generalisations with accuracy and confidence.



In this course you will be given access to a large dataset that mimics the inhabitants of a fictitious community in a tropical country, and will be asked to design projects to address a series of research questions relating to tropical health issues.



Our emphasis on developing skills and practical experience, from designing analyses, performing tests, and looking critically at statistics, will help build your confidence in dealing with numeric data to enhance your employability.

*"The course is very practical throughout the sessions, and I have learnt SPSS very easily. The frequent exercises during every session were very useful, making my learning process very easy."*

### Discover more about this programme



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# HIV in Resource Limited Settings

(2 weeks)

### Course Outline

This course aims to give a comprehensive knowledge of HIV prevention and control in different settings and populations, in order to prepare clinicians to deliver HIV services and programmes. This course is taught in two parts. After a brief introduction to the biology and epidemiology of HIV, you will learn during the first part about the diagnosis and treatment of major opportunistic infections and HIV related diseases.

Challenges of antiretroviral treatment, such as toxicities and resistance are a main focus, centred on individual patient management (adults and to a lesser extent children). The second part of the course applies this knowledge to real life scenarios and provides a public health perspective. What are the challenges that clinicians and programme managers face when implementing national or WHO policies for treatment and prevention, and how can we overcome them? Physicians and scientists with experience in HIV medicine, research, and programme management in different parts of the world give lectures and facilitate interactive seminars.

### Learning Outcomes

- Demonstrate knowledge and critical understanding of HIV virology and pathophysiology.
- Explain the Principles of diagnosis and management of HIV in adults and children.
- Provide an overview about the natural history of HIV and the diagnosis, treatment, and prevention of common opportunistic infections and co-infections.
- Discuss current HIV prevention strategies and be able to apply these to different populations and contexts.
- Critically summarise operational challenges of service delivery in resource-poor contexts.

*"Was a well-organised and complete course. It gave us an interesting and updated overview on the topic, as it was an excellent opportunity to update our knowledge and learn its application in tropical settings."*

### 3 Good Reasons to Study



You will learn from clinicians and policymakers with first-hand experience and long standing practice in the field of HIV, and apply this to your setting.



You will appraise current research and guidance for HIV management and programming.



This course will develop your critical awareness of the different perspectives we can look at HIV - from molecular and clinical, to social and equity.



*"Our HIV research spans evaluation of both HIV prevention and treatment strategies in a range of different populations. We are involved in a number of collaborative large-scale studies including randomised trials of new approaches and evaluation of scaling up of interventions that have been proven to control HIV-infection. Our particular focus is on Africa."*

— Professor Shabbar Jaffar

### Discover more about this programme



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# Medical Bacteriology

(2 weeks)

### Course Outline

**This course aims to equip students with the skills and knowledge to identify common bacterial pathogens and provide a framework in which they can develop their knowledge of the diagnosis and treatment of bacterial infections. Bacterial infection is a common cause of disease across the world and is responsible for high numbers of deaths in low-income countries.**

Also, the development of resistance by some bacteria to many effective antibiotics is rapidly becoming a global emergency, especially in hospital settings. However, the correct diagnosis and treatment of many infections is made difficult in developing health systems due to a lack of availability of effective testing and treatment available in wealthier countries. This course will primarily use a highly interactive case study based approach to promote discussion on topics including pyrexia of unknown origin, sepsis and meningitis, respiratory tract infections, diarrhoeal disease, genital and urinary tract infections, and neonatal infections. You will have an opportunity to discuss the results of cases you have investigated both clinically and in the laboratory with experienced subject practitioners from centres of excellence across the United Kingdom.

### Learning Outcomes

- Use the outputs from laboratory tests to classify bacteria in the medical microbiology laboratory.
- Review critically laboratory and clinical information to identify the common bacterial pathogens involved in human disease.
- Relate bacterial structure and function to antimicrobial activity and resistance mechanisms.
- Demonstrate knowledge and understanding of hospital infection control procedures and practices.

### Career Opportunities

This course will provide a good basis to undertake more specialist training in bacteriology and will give clinicians exposure to a wide variety of microbiological laboratory methods.

*"Lecturers were very enthusiastic about the subject and made the class lively. Never a dull moment ... Complete team work by all and stress free."*

*"Liked how this was linked in to case histories"*

### 3 Good Reasons to Study



This course combines practical laboratory experience clearly linked to informative case studies covering bacterial infections in different body systems, facilitated by specialists in the field.



There will be in-depth coverage of mechanisms of bacterial resistance to antibiotics and methods of infection control, a topic widely recognised to be of global importance.



Many of the lecturers on the course have extensive experience of practicing in low-income and middle-income countries as well as the UK, giving a global perspective to the teaching.



### Discover more about this programme



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# Essentials of TB Epidemiology, Clinical Management and Control

(3 Days)

This 3 day course is ideal for people who are looking for a rapid update on tuberculosis and tuberculosis control. The course is part of the 3 month course for the Diploma in Tropical Medicine and Hygiene therefore the orientation is towards practice in developing countries. The delivery is updated every 6 months in line with new developments in approaches, strategies, tests, and treatments for TB. The content provides a refresher course in the core principles of TB epidemiology and control.

### Learning Outcomes

By the end of the module participants will:

- To outline the core principles of TB Epidemiology, Clinical Management and Control
- To understand future possibilities for research, clinical and public health management of TB
- To evaluate the relevance of new approaches and tools to your current or intended day-to-day practice in clinical or public health aspects of TB
- To understand current challenges in TB epidemiology, Clinical Management and Control, especially in relation to HIV-AIDS and Multi- and Extremely- Drug Resistant TB
- To identify areas within your own current or intended practice that could be updated in line with current international guidelines.

### Discover more about this programme



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*"We really enjoy helping a wide variety of health professionals to learn about all aspects TB and TB control. Our TB teaching group includes laboratory specialists, clinicians, epidemiologists, public health professionals, and TB nurse specialists. We pride ourselves on providing fresh perspectives from our personal experiences in practice and research from a wide variety of settings around the world. Our teaching style is interactive and participatory and our goal is always to motivate and inspire!"*

**— Professor Bertie Squire**

Chair in Clinical Tropical Medicine, Director of Centre for Applied Health Research and Delivery (CAHRD) at LSTM

# HIV Epidemiology, Clinical Case Management and Strategies in Resource Poor Settings

(5 Days)

This 5 day course is open to all interested health professionals who are looking for a rapid update on HIV and STI epidemiology, treatment, and control. The content provides a refresher course in the core principles of HIV epidemiology and control, as well as updates on clinical syndromes and their management, the use of antiretrovirals, and programming for HIV prevention and treatment. The delivery is updated every 6 months in line with new developments in approaches, strategies, tests, and treatments for HIV.

### Learning Outcomes

By the end of the module participants will:

- Have a good understanding of the current epidemiology of HIV and STI.
- Understand the principles of prevention and control of HIV and STI, including best practice Counselling and Testing procedures and Antiretroviral Treatment strategies.
- Be able to diagnose and treat patients suffering from the common STI.
- Be able to diagnose and treat patients suffering from the common manifestations of HIV disease.
- Have a good understanding of current emerging issues in HIV and STI treatment and control in the developing world.

### Discover more about this programme



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# REPRODUCTIVE HEALTH SHORT COURSES





# Key Concepts in Sexual and Reproductive Health

(2 weeks)

### Course Outline

Consistent with LSTM's mission to improve human health through delivery of effective interventions, this course aims to provide students with knowledge and critical understanding of the concepts of Sexual and Reproductive Health (SRH) and SRH services.

In this course, you will explore Sexual and Reproductive Health (SRH) in the contexts of human rights, equity, gender equality and health systems and policies, and discuss the link between SRH and the United Nations' Sustainable Development Goals (SDGs). Topics covered include an introduction to the concepts, history and evolution of SRH and its components; strategies to implement SRH programmes; SRH services; needs assessment of SRH services; and monitoring and evaluation of SRH programmes. The course uses interactive lectures to introduce concepts, supported by individual and small group work on scenarios and case studies.

### Learning Outcomes

- Demonstrate a detailed and systematic knowledge and understanding of the concept of SRH and its components, identify key players and issues (socio-cultural, political and ethical issues, etc.) in international SRH and discuss the critical points in the plan of action of the International Conference on Population and Development.
- Analyse critically how individual and collective human behaviour affect SRH and explain how behavioural theories are used to design behavioural change communication components of SRH programmes.
- Critically analyse how national health policy and health systems influence whether or not key SRH issues are addressed.
- Design a situation analysis of a SRH issue in a specific population.
- Apply the rights-based approach in SRH programming.

### Career Opportunities

Useful for programme managers, nurses, midwives, and doctors who are working in the field of sexual and reproductive health. This course is also suitable for public health practitioners and for people who need to work with needs assessments and monitoring & evaluation frameworks.

### 3 Good Reasons to Study



This course provides valuable insight into the background and policies which influence the provision of SRH services, being useful for both those who plan to work in the field of SRH and also those who plan to work in general public health.



This course allows students to explore in detail an issue related to SRH through a situational analysis, which helps them to develop SRH programmes in their particular country.



It is run by the Centre for Maternal and Newborn Health (CMNH) at LSTM which is a WHO collaborating centre, and as such students have access to some of the leading researchers in SRH.

*"I LOVED this course! I thought the lessons were really interesting and engaging... it was very public health focussed which I really liked, even the infertility lecture was more interesting than I first thought. I liked that it brought in a rights focus too."*

### Discover more about this programme



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# Reproductive Sexual and Adolescent Health

(2 weeks)

Previously known as Sexual Health and Human Sexuality

### 3 Good Reasons to Study



From the local to the global, a significant number of public health challenges involve sexual and reproductive health (SRH).



In resource poor settings, women still die silently of septic abortion although safe and effective family planning methods exist. HIV and STIs are part of the lives of many young women.



In this course, you will systematically analyse the factors influencing choice and opportunity in sexual and reproductive health.

*"Interesting and passionate lecturers who were clearly passionate about their topic and had specialised knowledge."*

### Discover more about this programme



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### Course Outline

This course aims to provide you with knowledge and critical understanding of the concepts of sexual health and human sexuality.

In this course, you will learn about human sexuality, sexual health and sexual dysfunction, sexuality and relationships education; epidemiology and prevention and control of Sexually Transmitted Infections (STIs) and HIV infection; the syndromic approach to diagnosis and management of STIs; counselling and testing for HIV and Prevention of Mother to Child Transmission; organisation, planning and monitoring and evaluation of family planning programmes; unwanted pregnancy and (unsafe) abortion; sexual and gender-based violence; epidemiology and prevention of cervical cancer and infertility. It's taught by a combination of lectures and student-led seminars. A student-centred approach is taken using discussion and group work, supported by independent study and directed reading.

### Learning Outcomes

- Demonstrate a detailed and systematic knowledge and understanding of the concepts of human sexuality, sexual health, sexual dysfunction, and approaches to sexuality and relationships education.
- Explain the benefits of FP and its role in SRH programmes.
- Design, monitor, and critically evaluate FP programmes and services.
- Discuss the effectiveness and limitations of different prevention and control strategies for STIs, including HIV in resource-poor countries.
- Design, monitor, and critically evaluate a programme for the control of STIs and HIV infection.

### Career Opportunities

Understanding the biopsychosocial aspects of barriers and facilitators to uptake of SRH services will better equip you to contextualise the integration of clinical and public health agenda in SRH. Understanding these concepts will assist you in your long-term career plans working in sexual health.



# MATERNAL AND CHILD HEALTH SHORT COURSES





# Quality Improvement in Global Child Health

(2 weeks)

### Course Outline

This course aims to equip you with knowledge and critical understanding of the concept of quality of care in maternal and newborn health and practical skills for improving quality and managing change in their own workplace.

Quality of care has become the new international initiative that arisen from the Global Strategy for Every Woman and Every Child to improve the health outcomes of mothers and babies. This course is designed for aspiring professionals working or interested in a range of environments that deliver MNH health care with a focus on operating in today's world of economic challenges whilst continually striving to enhance the quality of these services. In this module you will learn about the importance of improving the quality of MNH care and services. You will explore how to assess quality from a health system, a health care worker and a recipient of care perspective. You will also reflect critically on your own area of practice and role in quality improvement and appreciate how research and audit differ and how they are related.

The course is taught by a combination of lectures delivered by external and internal experts and student-led seminars. A student-centred approach is taken using discussion and group work, supported by independent study and directed reading.

### Learning Outcomes

- Analyse the global burden of disease and major risk factors for disease in children including inequality
- Evaluate and apply approaches to adult learning that change health worker behaviour
- Evaluate critically key international programmes to address mortality in children
- Critically apply their knowledge and understanding to the clinical diagnosis, complications, management and control of a community child health problem
- Evaluate recent research that has informed changes in health practice and programmatic approaches to improving child survival in low resource settings: IMCI; EPI

### Career Opportunities

The main focus of our teaching is to generate the future leaders of global child health. This course is suitable for people working in paediatrics, global health, and health systems development using quality improvement.

### 3 Good Reasons to Study



You will review the current priority diseases affecting infants and children in low resources settings, and the evidence underlying effective interventions.



You will consider the bigger picture of global child health and where you can best make your contribution.



You will consider how you can be the "go to" person to lead improvements in care for children, and develop a practical quality improvement initiative that you can implement in your day-to-day work.



"Quality Improvement interventions are essential components of health care systems, so I think that this course was a good opportunity for having an overview on this topic."

### Discover more about this programme



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# Child Nutrition

(2 weeks)

### Course Outline

This course aims to provide you with knowledge and critical understanding of nutrition as central to clinical and preventive paediatrics and child health. An evidence-based approach is taken to explain the main priorities in applied nutrition relevant to low resource settings, in the context of both hospital and community settings. You will learn about nutrition and health in the context of the mother and child, focusing on issues related to foetal growth, breast milk, and breast feeding, and explore how changes in maternal behaviour can benefit or adversely affect her child.

We address the assessment of nutritional status through discussion of frequently used definitions and how these are derived and applied in nutritional assessment, using specific examples of rickets and bone mineralisation, folate metabolism, and protein-energy malnutrition. You will consider causative factors and preventive strategies relevant to the problem of malnutrition in children, including breast feeding and complementary feeding, overnutrition, and food security. Finally, you will explore the clinical diagnosis of protein-energy malnutrition within the framework of the WHO Training Manual on Protein Energy Malnutrition. This is taught using lectures, group work, and directed self-study, including selected on-line resources and videos.

### Learning Outcomes

- Discuss the normal phases of growth in children and recognise the importance of nutrition at key stages.
- Use standard growth charts, computer software, and biochemical indices to measure children and assess their nutritional status.
- Define and use appropriately key terms (eg, stunting, wasting, growth failure).
- Discuss the common nutritional disorders affecting children in the tropics.
- Analyse causative factors and preventative strategies relevant to both medical and sociological factors in chosen health situations.
- Design and implement appropriate strategies for the management of acute malnutrition in the home, in the community, and in hospital.

### Career Opportunities

This course is suitable for health-care providers, as well as people who are working in programme management around child nutrition in low-resource settings. It is also suitable for people working within healthcare settings, NGOs, and UN agencies. Health workers, nutritionists, doctors, nurses, as well as programme managers are encouraged to apply.

### 3 Good Reasons to Study



Nutrition is key for child health, and what we teach is relevant, varied, evidence informed and up to date, comprising of undernutrition and micronutrient deficiencies, as well as overweight; diagnostics, treatment and prevention, clinical as well as public health aspects, epidemiology as well as nutrition policy.



The lecturers are recognised subject experts, and are enthusiastic about the topics, and about the opportunity to share their knowledge with you. Many are clinicians and researchers with working experience in resource-poor settings.



You will enjoy the atmosphere of LSTM and the city, and meet many likeminded people.

"I have learnt so much from this course. Although I had some knowledge on child nutrition, but the way the sessions were organised was amazing. The course convenor made sure that all the lecturers were high quality and experienced. There was enough time for feedback and to ask questions and the class was very interactive."

### Discover more about this programme



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# Maternal and Newborn Health

(2 weeks)

### Course Outline

This course aims to provide you with knowledge and critical understanding of the concepts and key issues related to Maternal and Newborn Health (MNH), in line with the current international agendas.

In this course, you will learn how to develop a strategic plan for the reduction of maternal and neonatal mortality and morbidity, and how to plan, organise, monitor and evaluate evidence-based Maternal and Newborn Health (MNH) programmes and services, taking into consideration the importance of effective functioning health systems. Topics covered include the causes and determinants of maternal and neonatal mortality and morbidity; the global burden of and key strategies for reducing maternal and neonatal mortality and morbidity and improving MNH; Skilled Attendance at Birth and Emergency Obstetric Care; evidence based antenatal and postnatal care, measuring maternal mortality and morbidity; monitoring and evaluation of MNH services; community and demand-side aspects of MNH; and promoting evidence based practice in maternal and newborn health care. It's taught by a combination of lectures and student-led seminars. A student-centred approach is taken using discussion and group work, supported by independent study and directed reading.

### Learning Outcomes

- Plan evidence-based programmes and services for the reduction of maternal and neonatal mortality and morbidity and improvement of MNH.
- Discuss critically the causes and determinants of maternal and neonatal mortality and morbidity and the global strategy for improvement of MNH from UN agencies.
- Critically evaluate MNH programmes and services and explain the limitations of methods for measuring maternal mortality.
- Demonstrate a detailed and critical understanding of the current and historical international concepts and strategies to improve MNH.

### Career Opportunities

Maternal and Newborn health is a huge area for careers and research. A good grounding in these topics will help you achieve your aims in this field. Previous students have been leaders of ministries of health, key personnel from hospitals around the world, NGO staff, nurses and midwives about to work overseas, as well as public health and medical staff from around the world.

### 3 Good Reasons to Study



Across the world, almost 300,000 women die each year from complications of pregnancy and childbirth. This equates to a woman dying every 2 minutes. For each woman who dies, thirty survive but suffer lifelong morbidity. In addition, 3 million babies worldwide are stillborn, and an additional 3 million die in the first week of life.



The Centre for Maternal & Newborn Health (CMNH) is based at LSTM and has won a BMJ award, in 2015.



CMNH have a research portfolio over £20million, work in eleven countries, and partner strategically with governments, ministries of health, and global agencies to ensure optimum impact of our work, and that key findings are disseminated appropriately.

*"Groups done with students from different backgrounds, great opportunity to share experiences and learn from each other."*

### Discover more about this programme



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# Quality Improvements in Maternal and Newborn Health

(2 weeks)

### Course Outline

This course aims to equip you with knowledge and critical understanding of the concept of quality of care in maternal and newborn health and practical skills for improving quality and managing change in their own workplace.

Quality of care has become the new international initiative that arisen from the Global Strategy for Every Woman and Every Child to improve the health outcomes of mothers and babies. This course is designed for aspiring professionals working or interested in a range of environments that deliver MNH health care with a focus on operating in today's world of economic challenges whilst continually striving to enhance the quality of these services. In this module you will learn about the importance of improving the quality of MNH care and services. You will explore how to assess quality from a health system, a health care worker and a recipient of care perspective. You will also reflect critically on your own area of practice and role in quality improvement and appreciate how research and audit differ and how they are related.

The course is taught by a combination of lectures delivered by external and internal experts and student-led seminars. A student-centred approach is taken using discussion and group work, supported by independent study and directed reading.

### Learning Outcomes

- Discuss the concepts, methods and frameworks for quality improvement in maternal and newborn health (MNH) care.
- Demonstrate the ability to plan, implement, monitor and evaluate interventions to improve quality of care within their own area of practice and setting.
- Demonstrate understanding of the audit and feedback process as a tool for improving quality of maternal and newborn care.

### Career Opportunities

To fully benefit from the advantages of quality improvement in MNH, there is an urgent need to build capacity of health-care providers to be able to conduct maternal and perinatal death audits, as well as standards- or criterion-based audit. Being part of the movement towards establishing clear guidelines and adopt suitable classification systems, to ensure uniformity and allow comparison among different countries and settings, is a vital part of assisting with the SDGs.

### 3 Good Reasons to Study



289,000 women die annually during pregnancy, childbirth, or within six weeks of delivery, with developing regions accounting for 99% of these deaths.



Quality improvement skills are vital for leaders to move off from the status quo and be a real asset to their employment setting and beyond.



You will consider the bigger picture of maternal and newborn health, and where you can best make your contribution.



*"Lecturers were very knowledgeable and willing to answer any questions that came up."*

### Discover more about this programme



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# PUBLIC HEALTH AND HUMANITARIAN SHORT COURSES



## Complex Humanitarian Emergencies

(2 weeks)

### 3 Good Reasons to Study



This course looks at the big problem issues; how humanitarian aid is manipulated by political and economic interests, the difficulties of working in fragile states, greed versus grievance motivations, and child soldier problems, along with the migration crisis in Europe.



The big current problem areas are explored: Syria, Iraq, Afghanistan, Sudan, and others.



The course will respond to the specific interests that you wish to pursue by our flexible approach to teaching.



*"Great course. The discussions we had were extremely invigorating and relevant"*

### Discover more about this programme



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**This course aims to provide students with knowledge and critical understanding of current key themes and debates in the social sciences concerning humanitarian emergencies. In this course you will be investigating some of the big issues in humanitarianism today. You will explore how humanitarian interventions have been manipulated or instrumentalised by nations to achieve their own ends, thereby compromising the core humanitarian principles of humanity, neutrality, impartiality, and independence.**

Humanitarian work is growing ever more complex as there are many failing or failed states. Since the 'war on terror' era began after 9.11.2001, there have been those who have argued that this provides evidence of the clash of civilisations between a Christian West and other blocks, notably the Islamic states - is such a theory flawed? The United States has assumed a role as a global policeman and there have been invasions of Afghanistan and of Iraq - have these events hastened the decline of the West and the rise of the Rest? Nation-building interventions have been tried and frequently have failed - why is this? In order to understand complex humanitarian emergencies we need to look into what anthropology can offer - is the motivation primarily greed or grievance? There are many victims of conflicts, not least child soldiers, and we will examine the problems of their reintegration into society.

### Learning Outcomes

- Demonstrate a systematic understanding of knowledge and a critical awareness of current themes and debates concerning complex humanitarian emergencies.
- Evaluate and critically analyse an array of source material.
- Analyse in-depth one particular dimension of complex emergencies.

### Career Opportunities

Past Humanitarian students have gone on to take a wide variety of positions, including Head of Policy and Strategy for MSF (Doctors without Borders), through to country director roles. Many have also gone into other fields such as the public sector in the UK, social enterprises, law, social work, Political Advisor in the British Parliament, and so on.



# Global Climate Change and Health

(2 weeks)

### Course Outline

In the last few years, we’ve witnessed extreme weather events, like the Australian bush fires and Typhoon Haiyan in the Philippines that have devastated millions of hectares of crops, sent food prices rocketing, and left millions facing hunger. This course aims to provide you with knowledge and critical understanding of the effects of global climate change on human health and livelihoods, and to investigate options for mitigation and adaptation.

Climate change is one of the greatest challenges facing the world in the 21st century and we will look at its wider impact on lives and livelihoods across all of the continents. You will explore the economic, political, social, and environmental determinants of vulnerability to the effects of climate change, and will be encouraged to examine critically the key strategies of adaptation and mitigation. Core information will be presented in lectures and will be expanded in seminars through group discussion of case studies.

### Learning Outcomes

- Identify and critically analyse current and potential threats to human lives and livelihoods, as a result of global climate change.
- Discuss the complex social, political, economic, and environmental determinants of vulnerability to the effects of global climate change.
- Explain how global climate change is likely to affect the nature, frequency, and magnitude of humanitarian emergencies.
- Critically analyse strategies for adaptation to the effects of global climate change, and propose a variety of adaptation strategies that are designed to ensure sustainable livelihoods and the development potential of a range of vulnerable populations.
- Investigate policies and instruments that are available to governments to create incentives for mitigation action, and propose strategies for mitigation action appropriate to key stakeholders.

### Career Opportunities

This course is useful for people working in the international health sector (ministries, NGOs) and programme planning, as climate change is relevant in planning programmes in disaster-prone areas. Past students have included NGO staff working on climate change programmes, health sector planning staff, as well as government advisors. Sustainability and Climate Change (S&CC) are important to the agendas of public and third sector organisations.

### 3 Good Reasons to Study



There is no greater challenge than climate change in the 21st century and in this course you will examine all aspects of the impact of climate change, not just on health alone.



There is a global review of the challenges facing every continent, and particular emphasis is given to mitigation and adaptation.



This course will address the effect on people living in poverty, who are the hardest hit by climate change, despite being the least responsible for the crisis.

### Discover more about this programme



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*"I liked that the lecturer is extremely knowledgeable in the context of climate change and manages to bring socio-political and environmental challenges on a high intellectual level."*

# Management of Refugee and Displaced Populations

(2 weeks)

### 3 Good Reasons to Study



Political turbulence in many regions of the world has increased the number of displaced people fleeing complex emergencies and disasters, and they often end up in large camps where environmental health measures are insufficient.



You will be taught by staff who are at the forefront of teaching and research in the humanitarian sector.



No longer the realm of resource-poor settings, skills learnt on this course are useful for many fields such as medicine, social care, local government, public health, and NGO / humanitarian work.

### Discover more about this programme



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*"Working together led to interesting group work and the ability to chat with people from a lot of different humanitarian and development backgrounds."*

### Course Outline

This course aims to provide you with the knowledge, skills, and critical understanding needed to adopt an evidence-based and reasoned approach to managing refugee and displaced populations across the spectrum from emergency relief to sustainable development.

You will learn about managing responses to displacement; mobilising and managing human and financial resources; security and self-care of humanitarian actors; the impact of humanitarian action; and managing the transition from emergency relief to sustainable development. We will discuss civil-military relations, post-conflict disarmament, demobilisation and reintegration, children in conflict and child separation, and issues of post-conflict reconstruction. Core information will be presented in lectures, and in-depth discussions will take place in seminars, involving group work based around case studies and problem-solving exercises.



### Learning Outcomes

- Critically analyse the emergency vs development divide.
- Use appropriate evidence-based approaches for mobilising and managing human and financial resources.
- Describe security threats and make recommendations for self-care of humanitarian actors.
- Critically analyse the emergency vs development divide.

### Career Opportunities

There are many employment opportunities in the areas of managing refugee camps and working with displaced populations, both in the developing world as well as throughout Europe. Many NGOs are looking for people with skills in how to manage refugees; gender advisory roles and technical specialists are just some of the roles. On a UK note, many social workers and public health specialists have found the course useful.



# Development of a Disease Control Programme

(2 weeks)

### Course Outline

This course aims to provide you with knowledge and critical understanding of the principles and processes of designing and monitoring a disease control programme for a low-income or middle income country. In most low-income and middle-income countries, communicable diseases (eg, TB, malaria, HIV/AIDS) continue to be a major cause of human suffering and preventable death.

Interventions to control those diseases are well described and proven to be effective, but they are often not widely applied due to lack of resources, political commitment, or health systems issues. To understand these gaps and missed opportunities in service provision at district level, you will learn how to analyse underlying problems and causes in a specific context. From there, we will progress through the planning cycle and develop the disease control plan further, developing aims and objectives and selecting an appropriate control strategy based on clear criteria. Disease control plans require concrete actions to be implemented, monitored and evaluated. You will discover the benefits of well-designed logical frameworks and indicators. Successful plans are a result of good teamwork, drawing from the expertise of individuals with different backgrounds. This course therefore relies on group activities, using a student-centred approach, including tutor-led presentations and self-study. Tutors will provide feedback on an outline of your own disease control plan at the beginning of the second week.

### Learning Outcomes

- Use existing global and local knowledge and intelligence to identify disease control priorities within a country.
- Identify key constraints with delivery of improved health outcomes in existing disease control programmes.
- Appraise strategies, identify options, and develop an action plan to improve delivery within the context of the existing health system, taking into account health care need, the socioeconomic, geographic environment, and existing services.
- Interpret and devise health and disease control indicators, and devise a monitoring and evaluation programme.

### Career Opportunities

Disease Control has been highlighted by the Ebola Outbreak in West Africa, H5N1 Avian Influenza, Zika Virus, and MERS. People with disease control skills are highly sought after. Past alumni of this course typically go and work for health ministries, health departments, national, or international disease control agencies, aid organisations, or universities.

### 3 Good Reasons to Study



This course guides you step by step through the process of planning and implementing.



Participants will identify a health problem from a self selected authentic scenario.



Experienced programme managers provide guidance to enable you to apply your knowledge and develop your own plan to address this problem.



*"The course is well organized with appropriate content, even for some of us who had no prior experience to disease control planning, we were able to learn."*

### Discover more about this programme



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# Media, Policy and Advocacy in Humanitarian Action

(2 weeks)

### 3 Good Reasons to Study



This exciting course examines the relationship between media and political power, and ensures that you will never again view the media, including social media, in the same way.



You will have the opportunity to practice filmed media presentations under the guidance of a leading humanitarian field expert.



By regularly conveying information to important audiences, from the general public to government and international decision makers, the media plays a large role in shaping public debate.



*"Really interesting course, great use of video clips for learning. Excellent interactive sessions."*

### Discover more about this programme



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### Course Outline

This course aims to provide you with knowledge and critical understanding of political debates regarding Western humanitarianism and issues pertaining to media and aid delivery and humanitarian action. The media play an ever more important role in shaping our world and in determining how we view humanitarian issues, sometimes known as the CNN effect.

You will begin by looking at the role of the media in war, which starkly exposes the role of political power in shaping what is covered and how it is covered. We will then move on to discuss three different theories that help to explain the relationship between political power and the media. We ask who owns the media, and does this matter. You will explore some of the challenges to existing media power, the role of Al Jazeera in comparison to the Fox network, and the growing role of social media. You will also examine where the international media failed, such as in the Rwanda genocide. You will learn how to use the media effectively as a tool of advocacy, which includes being filmed in a mock interview on camera – in the future this could help you to manage the media better in a humanitarian crisis. In addition to lectures, the course will involve watching videos and discussing the issues that they raise.

### Learning Outcomes

- Discuss the politics of aid delivery and humanitarian action.
- Discuss the geopolitics of humanitarian action in the 1990s and the new millennium.
- Critically review the theories of media-state relations and the factors that affect media coverage of humanitarian crises.
- Discuss practical issues pertaining to media management during humanitarian responses.

### Career Opportunities

Media advocacy is the strategic use of newsmaking through TV, radio, internet, and news outlets to promote public debate and generate support for changes in norms and policies. A career in advocacy offers exciting opportunities in a range of settings, from NGO's, local health groups, and charities, to the national and international stage. This course will look at failures and successes, to give you a solid background of this subject on an international scale.



# Humanitarian Operations: Environmental Health and Logistics

(2 weeks)

## Course Outline

**This course aims to provide students with knowledge and critical understanding of the principal technical challenges encountered in supporting emergency humanitarian operations. You will learn how to adopt a reasoned and evidence-based approach to anticipating and identifying the technical challenges associated with humanitarian interventions, and to develop and evaluate strategies for their management.**

Topics covered include planning and managing the logistics chain; tools for financial management and control; managing human resources; field communication equipment; provision and maintenance of accommodation and utilities; environmental and public health hazards; environmental health planning; managing effective programmes for sanitation and water supply; and risk factors and control strategies for vector-borne diseases. We employ interactive lectures, student-led seminars, and group work around case studies and problem-solving exercises. Practical sessions on methods of water purification and demonstrations of important disease vectors are held in the laboratory.

## Learning Outcomes

- Plan logistics support for the management of humanitarian operations.
- Develop evidence-based strategies for effective water, sanitation, and environmental health programmes in humanitarian emergencies.
- Review critically the available literature and summarise key points on technical aspects of humanitarian operations support.

## Career Opportunities

Many students go on to work with major NGOs in the field. NGO work is not just the realm of medicine, also needed are logisticians, cultural mediators and interpreters, water and sanitation specialists, biomedical scientists, project co-ordinators, security specialists, nutritionists, HR specialists, and finance officers.

## 3 Good Reasons to Study



The humanitarian sector needs many skills, not just medical, and this course explores the variety of skills needed.



This course is suitable for water and sanitation technical specialists, logisticians, security specialists, project co-ordinators, contractors, etc. The list is endless, and all are widely needed across the humanitarian sector.



This course provides a valuable gateway to understanding the humanitarian sector.



*"The topics were relevant and the content had clear practical applications in the field."*

## Discover more about this programme



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# Health in Humanitarian Emergencies

(2 weeks)

## 3 Good Reasons to Study



You will learn from specialists who have extensive experience in the field.



Maintaining and improving the health situation of vulnerable populations lies at the heart of most aid projects, especially during a humanitarian emergency.



Humanitarian professionals must be equipped with sufficient basic knowledge to be able to identify and monitor health problems during crises, and to develop effective and appropriate intervention strategies in complex situations.

*"Really fantastic topics. I thoroughly enjoyed the nutrition sessions and the ebola session. I liked that we were able to explore both public health theory as well as learn some practical tools and assessments that we can use in the field."*

*"An amazing and stimulating learning environment, met all my expectations."*

## Discover more about this programme



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## Course Outline

**This course aims to provide you with knowledge and critical understanding of common public health problems in humanitarian emergencies. You will learn how to adopt an evidence-based and reasoned approach to the critical assessment and management of health problems in humanitarian emergencies, and to develop and evaluate strategies for their prevention and control.**

Topics covered include common public health problems; rapid needs assessment; calculating key indicators of the health status of a population; health information systems in emergencies; the primary health care approach to humanitarian emergencies; environmental health planning and management; surveillance, control and management of communicable diseases; food security and malnutrition; reproductive health, gender based violence, and sexually transmitted infections; mental health; and health promotion and post conflict health needs. We employ interactive lectures, student-led seminars, and group work around case studies and problem-solving exercises. Practical demonstrations of important disease vectors are held in the laboratory.



## Learning Outcomes

- Plan strategies for the critical assessment and management of common public health problems in humanitarian emergencies.
- Develop appropriate evidence-based approaches to disease prevention, surveillance, and control.
- Review critically the available literature and summarise the key issues of public health importance in humanitarian emergencies.

## Career Opportunities

This course is suitable for health professionals working in humanitarian or development projects, humanitarian workers of various backgrounds managing health projects, as well as those wishing to move into the humanitarian sector.



# Health Promotion

(2 weeks)

## Course Outline

This course aims to provide students with knowledge and a critical understanding of the theory, principles, and practices of health promotion. The world is in the middle of an epidemiological transition. This creates a need to develop health in all policies and to reorient services towards the promotion of health. The knowledge and skills to do this effectively is in short supply. You will gain an in-depth perspective on the application of health promotion strategy and policy to reduce the impact of non-communicable diseases in a low-income setting.

Topics covered include the historical development of health promotion; the prerequisites for health as a resource for living; the concept of 'healthy public policy' based on the wider determinants of health; the evolution of health promotion theory and practice, from early behaviour change to social marketing and nudge theory; the importance of independence and advocacy; the prioritisation of need and tensions linked to resource allocation; concepts of risk and risk communication; and monitoring and evaluation of health promotion. We will use interactive lectures to introduce a topic and in-depth learning will be developed during seminars and group exercises.

## Learning Outcomes

- Critically evaluate theories and models of health promotion and behaviour change, and their application at individual and community levels.
- Critically review the concept of health risk and risk communication in public health practice.
- Critically evaluate health promotion strategies, policies, and practices designed to reduce the health burden from non-communicable diseases in a low-income country setting.

## Career Opportunities

The job role goes far beyond working with individuals to better their health; health promotion specialists are also integral to the strategy work behind health policy development. Previous students have come from a range of backgrounds internationally.

## 3 Good Reasons to Study



Increasingly, public health activity in low-income and middle-income settings revolves around working in partnership with a wide range of individuals and organisations, and reorienting services so that they improve and promote good health.



This course will provide you with the knowledge and skills to take a leadership role in the development of partnerships, to improve and promote health.



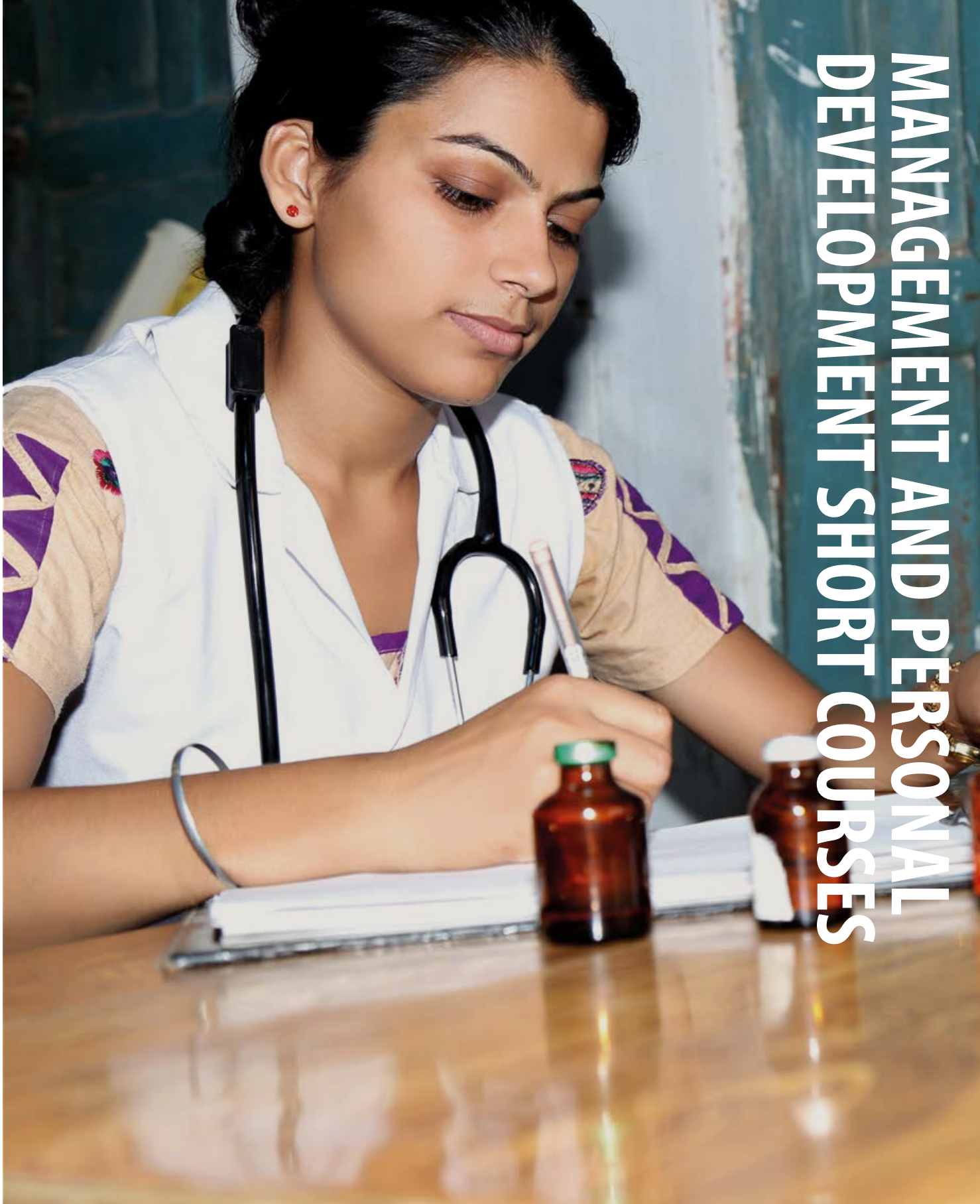
Health promotion knowledge and skills are in short supply, and the learning from this course will enhance your career prospects.

*"The course was really interesting with a good mix of evidence based teaching with practical examples. The group work was also a positive experience allowing us to apply what we had learned in lectures."*

## Discover more about this programme



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# MANAGEMENT AND PERSONAL DEVELOPMENT SHORT COURSES



# Organisation and Management

(2 weeks)

### Course Outline

This course aims to provide you with knowledge and critical understanding of the organisation and management of health care organisations. Although the practical aspects of management are the most critical for managers, it is also important to have some grounding in the major theories.

Some managers help to plan programmes, whilst others may have plans for their programmes prepared at a higher level in the organisation. Whichever is the case, a major part of the manager's work is to implement plans of action, and the course aims to provide a variety of tools and approaches to help you with this task. You will learn about structures and cultures of organisations; different management functions; monitoring the implementation of plans and taking corrective action; performance and quality management; and management of change. This is taught using a student-centred approach including group exercises, case studies, and directed reading, supported by presentations from LSTM lecturers and outside speakers.

### Learning Outcomes

- Describe key principles and functions of management within an organisation.
- Analyse the effectiveness of management systems in an organisation.
- Identify ways of improving organisational effectiveness using quality and human resource management initiatives.
- Identify strategies for the successful implementation of change in organisations.

### Career Opportunities

This course is specifically designed for managers who seek to manage the process of change and improve the performance of their area of responsibility. It is an opportunity for all professionals to advance their knowledge and keep abreast of the most modern concepts in management – particularly focussed to a health setting.

### 3 Good Reasons to Study



Teaching uses realistic case studies based on experience and knowledge of the teaching staff of the situation in low-income and middle income countries.



Teaching staff have up-to-date experience of research management development.



This course links well with other LSTM teaching including Human Resource Planning and Management



*"The course was very useful and the knowledge acquired can be applied in different settings."*

### Discover more about this programme



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# Human Resource Planning and Management

(2 weeks)

### Course Outline

This course aims to provide students with knowledge, critical understanding and skills to develop and sustain a high performing workforce. It is aimed at those who want to understand the complexity of human resource planning and management, and want to develop and implement appropriate strategies to make a difference.

You will explore the structures needed for managing a workforce the HR skills, systems, and tools required, the challenges of scaling up the workforce for specific programmes and how, using a systems perspective, the impact on other health programmes can be seen and foreseen. Your learning will be structured around a series of three case studies based on human resource problems, supported by guided reading and group exercises. Topics covered include the dynamics of national and international labour markets; strategic sector-wide human resource planning in the context of changing health services; managing staff supply, managing performance; employee relations; organisational capacity for the planning, management, and development of an effective health workforce; and tools for HR planning and management.

### Learning Outcomes

- Analyse critically factors that influence the external and internal labour markets relevant to an organisation.
- Develop a strategic plan for improving the effectiveness and efficiency of the health workforce in a given situation.
- Design organisational capacity for managing human resources effectively.
- Review and evaluate critically the planning, management, and development of human resources in a health-care organisation.
- Access, adapt, and use tools for human resource planning and management.

### Career Opportunities

Given the importance of human resources for health to the delivery of health services, employers will see this course as a bonus to current and future managers. Attendance on this course will improve the CV's of consultants working in HR.

### 3 Good Reasons to Study



This course covers all the main areas of human resource planning and management, providing a good introduction for general managers and those who want to specialise in human resource planning and management.



This course content is based on research and consultancy work carried out by LSTM staff, including the use of realistic case study material.



This is currently the only face-to-face course available in the UK on human resource planning and management for people working in health services in mid-income and low-income countries.

*"This course not only provides knowledge and learning but also develops wisdom for critical and innovative thinking. For example; now I would be able to use my competencies developed through this course for bringing positive change in planning and managing human resources in my own setting in a more strategic and innovative ways."*

### Discover more about this programme



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# Using Systematic Reviews in Policy

(2 weeks)

## Course Outline

**This course aims to provide students with the knowledge, skills and confidence to appraise, interpret and use systematic reviews.**

Evidence-informed policy and practice depends on research synthesis and systematic reviews, and this course will help you develop expertise in this area. You will learn how to find, read, appraise and interpret systematic reviews, and explore ways in which research evidence is used in building policy and practice. The course convenors co-ordinate the Cochrane Infectious Diseases Group, who introduced evidence-informed approaches to tropical diseases and are a large global network of researchers, public health specialists and clinicians carrying out systematic reviews. The course builds on LSTM's leadership in developing and adopting systematic reviews in global health. We helped establish Cochrane, the recognised gold standard in systematic reviews, and now run a large consortium globally around developing systematic reviews and using them in policy. Many of the review examples are from Cochrane, but not all.

You will also learn about transparent guideline and policy developing using GRADE.

In global health, the prioritisation of review topics, the development of the methods, the interpretation of the results, and the application of the results alongside other important knowledge and information takes place within multidisciplinary teams. Students will be expected to complete preparatory reading, and then be expected to be part of interactive sessions involving discussion and group work exercises.

## Learning Outcomes

- Find, appraise and interpret systematic reviews relevant to public health and primary care.
- Apply approaches to use evidence to policy formulation.
- Discuss critically influences on evidence-informed practice at global, national and local levels.

## Career Opportunities

The course will give you an overview of evidence informed policy and practice that is currently important in international health. This course is particularly useful for people who want to understand the basics of systematic reviews and how they are used in policy and guideline development. This will give you insights into current debates in this area, and how WHO and others link systematic reviews to decision making. It will help you if you go into public health policy and evaluation of new technologies, or health services research.



## 3 Good Reasons to Study



This course is run by people with an international reputation in preparing systematic reviews. The editorial base of the Cochrane Infectious Diseases Group is based here. Leading a network of over 300 people synthesizing research to inform global, regional, and national policies in tropical infections and conditions relevant to low-income and middle-income countries.



The course is based on 20 years of experience, introducing systematic reviews to tropical medicine and supervising the authors preparing them.



Systematic reviews are increasingly important in policy development.

*"The course was a really good learning experience and opened my mind for critical appraisal, systematic review of literature, and policy making. The lecturers were highly skilled and very interactive."*

## Discover more about this programme



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# PARASITOLOGY AND VECTOR BIOLOGY LABORATORY BASED SHORT COURSES





# Applied Bioinformatics

(2 weeks)

## Course Outline

**This course aims to provide you with knowledge, understanding, and practical experience in using computational methods and bioinformatics approaches. Although bioinformatics is a relatively new scientific discipline it is increasingly broad in its definition and application. Its generic skills and methods are now commonly seen to be applied in furthering our understanding in the broader life sciences including biology, chemistry, and medicine for example.**

In this course, you will learn how to use a variety of bioinformatics tools and interpret output data from functional genomics experiments and genomic, transcriptomic, and proteomic technology platforms. At the start of the course, you will be given an individual 'mystery DNA sequence' and, as the course proceeds, will learn how to analyse this sequence, discovering and unfolding the properties, functions, roles, and biological importance of the gene and encoded protein. We take a practical-based interactive learning approach where introductory lectures and computer-based practicals in bioinformatic approaches employ a range of data from parasites and vectors of disease as examples to introduce the concepts of functional genomics technologies and analyses.

## Learning Outcomes

- Demonstrate knowledge and understanding of the types of data generated by different genomic, transcriptomics, proteomics, and metabolomic technologies and the implications for analytical methodologies.
- Develop & apply bioinformatics approaches and skills to address research questions and problems of practical relevance.
- Use a variety of appropriate bioinformatics databases and publicly available bioinformatics software packages.

## Career Opportunities

Over many years we have educated hundreds of students, many of whom have established successful careers in industry and research in the academic or private sectors, or who have gone on to work in development as part of government or NGO teams. Big data is pouring out of life sciences research, creating ample opportunities for scientists with computer science expertise. With a seemingly endless stream of biological data being generated across sectors, there is high demand for talented, experienced professionals at the crossroads of biology, statistics, and computer science. Scientists who can analyse large amounts of information and present it in a clear manner to decision-makers are finding opportunities in terms of jobs and career pathways, especially in the big pharma and biotech sectors.

## 3 Good Reasons to Study



Tropical disease blights the lives of over a billion people globally and you will see how bioinformatics solutions help further our understanding in approaches to control in the fight against these debilitating infections.



The course is delivered with a strong research base that works in countries throughout resource limited tropical regions of the world.



This course will provide you with experience of essential practical methods and techniques, as well as significant theoretical knowledge in key areas of the field of bioinformatics.

*"Using mystery sequences from a real research study was brilliant as well, rather than having something just made up, it gave a feeling of a real experience."*

## Discover more about this programme



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# Laboratory Diagnosis of Faecal Parasites

(2 Days)

This intensive course has a high practical content and is designed for medical officers and biomedical scientists. It concentrates on the identification in the laboratory of those parasites of medical importance (both indigenous and imported) likely to be seen in Western Europe. We will use a series of mini lectures by specialist staff, followed by extensive practical work.

## Course Content

- Examination of wet preparations faeces for the diagnosis of protozoa and helminths.
- Biology of Nematodes, Trematodes and Cestodes.
- Uses of concentration techniques.
- Staining methods for Cryptosporidium and D.fragilis.
- Diagnostic problems and other self-assessment exercises.

## Career Opportunities

This intensive course has a high practical content and is designed for medical officers and biomedical scientists, especially those working in diagnostic labs.



## Discover more about this programme



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# Laboratory Diagnosis of Faecal and Blood Parasites

(4 Days)

This intensive course has a high practical content and is designed for medical officers and biomedical scientists. The course concentrates on the identification in the laboratory of those parasites of medical importance (both indigenous and imported) likely to be seen in Western Europe. We will use a series of mini lectures by specialist staff, followed by extensive practical work.

## Course Content

- Examination of faeces for the diagnosis of protozoa and helminths.
- Malaria - recognition of parasites and other diagnostic approaches.
- Recognition and diagnosis of haemoflagellates, spirochaetes and filarias.
- Diagnostic problems and other self-assessment exercises.
- Parasites in the immunocompromised host.

## Career Opportunities

This intensive course has a high practical content and is designed for medical officers and biomedical scientists, especially those working in diagnostic labs. However, it is also open to other interested parties from related disciplines – for example, past students have included a PhD student who was studying Egyptian mummies and wanted to use these skills to identify parasites within ancient specimens!



## Discover more about this programme



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# Key Aspects in Molecular and Cellular Biology of Parasites and Vectors

(4 weeks)

## 3 Good Reasons to Study



You will understand today's advances in molecular medicine and discuss its translations to contemporary disease interventions in the tropics.



This course is taught by world experts from LSTM and other UK universities.



Lectures are combined with practicals on basic gene cloning, PCR methodologies, and bioinformatics.

## Course Outline

**This course aims to provide you with key knowledge and critical understanding of the molecular and cellular biology of selected parasites and pathogens, and vectors thereof, which cause significant tropical disease. Through practical laboratory training applied to study of snake venoms, you will gain key bench skills in the use of recombinant DNA technology, PCR, DNA sequencing, and basic bioinformatics analysis.**

Lecture content covers a broad range of topics including state-of-the-art genomic sciences and next generation DNA sequencing; molecular biology of surface antigens and their roles in parasite invasion and survival; gene function and transcription underlying antigenic variation and diversity in kinetoplastids and apicomplexans; survival and development of parasites in their arthropod vectors and parasite/vector interactions; chemotherapeutic targets and drug design including insecticide resistance in key vectors; and an introduction to molecular epidemiology. Using a contemporary example of the Ebola epidemic, this information will be conveyed by formal lectures highlighting key concepts and essential facts, guided reading to explore topics in greater depth, interactive tutorials to develop critical understanding, student seminars to reinforce learning outcomes and gain experience in presentation skills, and practical sessions to gain technical competence and to illustrate important concepts in action.

## Learning Outcomes

- Discuss the importance of differences in the molecular biology, cell biology and biochemistry of pathogens from those of their vectors and mammalian hosts
- Identify the unique adaptations of pathogens and critically review their importance in survival and completion of their life cycles
- Critically review the exploitation of biochemical differences between pathogens and their hosts in relation to parasite chemotherapy and vaccine research
- Apply a range of techniques in molecular cell biology of pathogens and disease vectors, critically interpret the outcomes, and presentation in the form of a scientific draft manuscript

## Career Opportunities

Understanding the fundamental biology of parasites and insect vectors is critical for designing disease control strategies like new drugs and vaccines. This course offers a good opportunity for those who plan to work as lab or insectary technicians, fieldworkers, or pursue a PhD degree.

*"I felt the course convenor was very clear from the start on the planning and what we should expect from the course - a more applied approach of using molecular techniques to solving key tropical diseases rather than the basic molecular biology."*

## Discover more about this programme



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# Parasite Epidemiology and Control

(4 weeks)

## Course Outline

**This course aims to provide you with knowledge and critical understanding of the principles of parasite ecology, epidemiology, control, and their practical application. Tropical disease caused by parasites blights the lives of over a billion people globally, and the application of epidemiological methodology is key in the fight against these debilitating infections.**

The science of epidemiology integrates surveillance, statistical analyses, laboratory and field science, and clinical and public health information, in order to understand and manage health-related problems and disease in communities, areas, and regions. In this course, you will learn about the major control programmes and approaches to combat malaria, trypanosomiasis, schistosomiasis, soil-transmitted helminths, and filarial nematodes. You will also look at the applicable aspects of surveys, sampling, modelling, education, and communication, and the impact of drug resistance on epidemiology. This is taught by a combination of lectures, seminars, laboratory practicals, and student-directed learning exercises. In the practical sessions, you will be introduced to diagnostic sample concentration methods, drug-sensitivity assays, use of 'Rapid Diagnostic Tests', and staining methods for blood and faecal parasites.

## Learning Outcomes

- Explain the meaning of key concepts in parasite epidemiology.
- Apply techniques used in epidemiological surveys.
- Critically analyse and interpret ecological and epidemiological data.
- Discuss the roles and effectiveness of chemotherapy and chemoprophylaxis in control of parasites.

## Career Opportunities

Over many years we have educated hundreds of students, many of whom have established successful careers in industry and research in the academic or private sectors, or who have gone on to work in development as part of government or NGO teams. Many different career options exist within the field of parasitology because parasites affect the world in so many ways. Previous students have included medical doctors who want a grounding in parasite epidemiology, microbiology laboratory professionals who wish to strengthen their lab with wider skills, and PhD students who are researching this area.

## 3 Good Reasons to Study



Tropical disease caused by parasites blights the lives of over a billion people globally, and you will develop a deep understanding of the epidemiology, ecology, and biology of these organisms in the fight against these debilitating infections.



The programme is delivered by LSTM Departments of Parasitology and Vectors of Disease which includes biologists, epidemiologist, clinicians, and leaders within WHO and global programmes to control neglected tropical disease, all with a strong research base that works in countries throughout resource-limited tropical regions of the world.



Knowledge and skills developed in this programme provides experience of essential techniques, as well as significant theoretical and practical knowledge in key areas of the field of tropical disease epidemiology.

*"I found that the lecturers were really good and their experience in the field was often brought up in lectures which I felt was useful and gave a good idea what to expect for parasite surveillance in the field."*

## Discover more about this programme




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# Immunology of Tropical Diseases

(4 weeks)

### 3 Good Reasons to Study

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Immune responses to pathogens are not only important for protection from disease but also play a major role in pathology and chronicity of infection.
- 

This course addresses the most efficient tool to reduce mortality and morbidity due to infection – vaccination.
- 

Pathogens evolved alongside human hosts and have developed immune evasion strategies to ensure their survival. This course covers some of the evasion strategies which might be exploited in the treatment of other diseases, such as autoimmune conditions.

### Course Outline

**This course aims to provide you with knowledge and critical understanding of the interaction of pathogens with the immune system, mechanisms of immune evasion, and their relevance for pathogenesis and chronicity of infection. You will learn how the host defends itself against complex pathogens including protozoa, helminths, bacteria, and viral infections commonly encountered in tropical regions.**

You will appreciate the complex interaction between the pathogen and the host that contribute to pathology, immune evasion, and chronic infections. We will cover a diverse range of topics including an introduction to basic immunology and immunological techniques; immunity to various pathogens; antigenic variation of Plasmodium falciparum; modulation of immune responses by helminths; sero-therapy of snake bite; and modern approaches to vaccination, all taught through a combination of lectures, tutorials, and practical classes. You will have the opportunity to examine up-to-date research literature through student-led presentations, and one week is devoted to intensive laboratory sessions, during which you will be exposed to a range of cutting-edge immunological techniques.

### Learning Outcomes


- Explain the nature of humoral and cell-mediated immune responses in infections.
- Explain why inappropriate immune responses can have undesirable immune-pathological consequences.
- Discuss immune evasion strategies that pathogens employ and explain their significance for chronic infection.
- Apply a range of immunological techniques and critically interpret the outcomes.
- Use current research to explain how sero-therapy and vaccination against tropical diseases might be achieved.

### Career Opportunities

People with skills from this course typically work in the following fields: academic clinical research, pharmaceutical industry (vaccine development, immune therapy), and diagnostic labs.

*"The lectures were very varied and interesting. The practical aspects of the module were really useful."*

### Discover more about this programme

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# Vector Population Biology and Control

(4 weeks)

### Course Outline

**This course aims to provide students with critical understanding of how knowledge and techniques in vector population biology, including behaviour, ecology and evolution, are applied in the design, implementation and monitoring of control programmes.**

Vector population biology is a diverse field at the centre of well-designed control programmes. In this module you will study and apply knowledge of population ecology, genetics and evolution, behaviour, and diversity informed control options. The module aims to provide not only in-depth insights into the key features of particularly important vectors and how these can be exploited for control, but also to identify cross-cutting themes, key to integrated multi-disease management programmes. Multiple methods of control, including genetic (transgenic), chemical, biological and physical techniques will be compared and evaluated, along with practical methods essential for data gathering, analysis, and for monitoring and evaluation of interventions. Learning occurs through a combination of lectures and seminars – many involving guest speakers, all of whom are experts in the field, discussion group sessions using problem-based approaches, some with informal presentations (such as a journal club paper evaluation session), and laboratory, field and computer practicals.


### Learning Outcomes


- Gain understanding of the analytical (eg modelling, genetic) and practical tools available to investigate vector population biology, including their strengths and limitations.
- Appreciate how diversity of vector-disease systems and their ecological context affects vector control and where and how to identify challenges and opportunities for integrated vector management.
- Describe the major forms of resistance to control operations and practical solutions for resistance management.
- Demonstrate understanding of the importance of identifying disease vectors and of how an understanding of vector behaviour is applied to control.
- Apply knowledge to formulate rational plans for vector control, impacting across vector-disease systems.


### Career Opportunities

Learning from leading tropical-disease research scientists, you will hone skills in analysing and investigating data, problem solving, and verbal and written communication that are highly valued by employers across the board.

### 3 Good Reasons to Study

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This course takes a strongly applied approach to understanding population biology, which lies at the heart of vector control.
- 


You will gain insight of real world examples of vector control from research-active staff and guest lecturers running projects in Africa, Asia, and South America.
- 

The highly interactive course is broad discipline (DNA to species) with a range of learning methods to enhance problem solving skills.



*"The course was interesting and the staff were excellent. I particularly enjoyed the amount of guest speakers as they had different teaching methods which kept things dynamic."*

### Discover more about this programme

- 

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# Key Topics in Snakebite: Biology, Epidemiology, Pathology and Treatment

(2 weeks)

## 3 Good Reasons to Study



This is the only course in UK to focus exclusively on tropical snakebite - and is delivered by teaching staff that are experts in the field, and at the centre of global efforts to reduce snakebite induced mortality and morbidity.



This course covers all aspects of snakebite and provides you with the information needed to understand why snakebite is a profoundly neglected disease.



This course incorporates a practical session which provides you with unique access to venoms and antivenoms, as well as opportunities to conduct experiments on the antivenom/venom binding that explain many clinical, geopolitical, and fiscal issues.

## Course Outline

**LSTM hosts the Alistair Reid Venom Research Unit with a herpetarium housing more venomous snake species than any other research establishment in Europe, mainly spitting cobras, puff adders and carpet and saw-scaled vipers because of their significance in envenoming.**

This course aims to provide you with in-depth knowledge and critical understanding of the key reasons why the rural poor in Africa and Asia suffer the highest rates of snakebite mortality and morbidity, and yet are so neglected by Tropical Governments and International Health Agencies.

You will learn about the global snakebite disease burden, the main risk groups, and the geopolitical factors that make snakebite one of the most marginalised of all the Neglected Tropical Diseases, and the attempts being made to increase the global recognition of snakebite as a tropical public health concern. You will discover how a fuller understanding of snakebite pathology, treatment and epidemiology, can be gained from studies on molecular, biochemical, and immunological aspects of snake venoms and venomous snakes. The content is designed to appeal to students from diverse academic backgrounds (e.g. biology, public health, and medicine). The course uses lectures to provide core information, tutorials for interactive discussion of topics raised in the lectures and an intensive practical session linking methods of immunological analysis to snakebite treatment.

## Learning Outcomes

- Discuss critically the major issues that categorise snakebite as a Neglected Tropical Disease.
- Demonstrate detailed in-depth knowledge and understanding of the clinical treatment and epidemiology of snakebite and the basic biology of venomous snakes.
- Explain how an understanding of molecular, biochemical and immunological aspects of snake venom and venomous snakes relate to, and inform our knowledge of, the biology, epidemiology, pathology and treatment of snakebite.
- Conduct an enzyme-linked immunosorbent assay (ELISA) assay in the laboratory and correctly interpret the results.

## Career Opportunities

This course is designed to appeal to people from diverse backgrounds, e.g. biology, public health, medicine, and veterinary medicine. Also, PhD students may find this course useful. Please note that there is a laboratory aspect to this course and that suitable experience would be required. Tropical disease information and practical skills gained from this course provide a USP to improve your CV. The tropical disease information and practical-skills gained from this course are transferrable to other tropical disease careers you may wish to pursue.

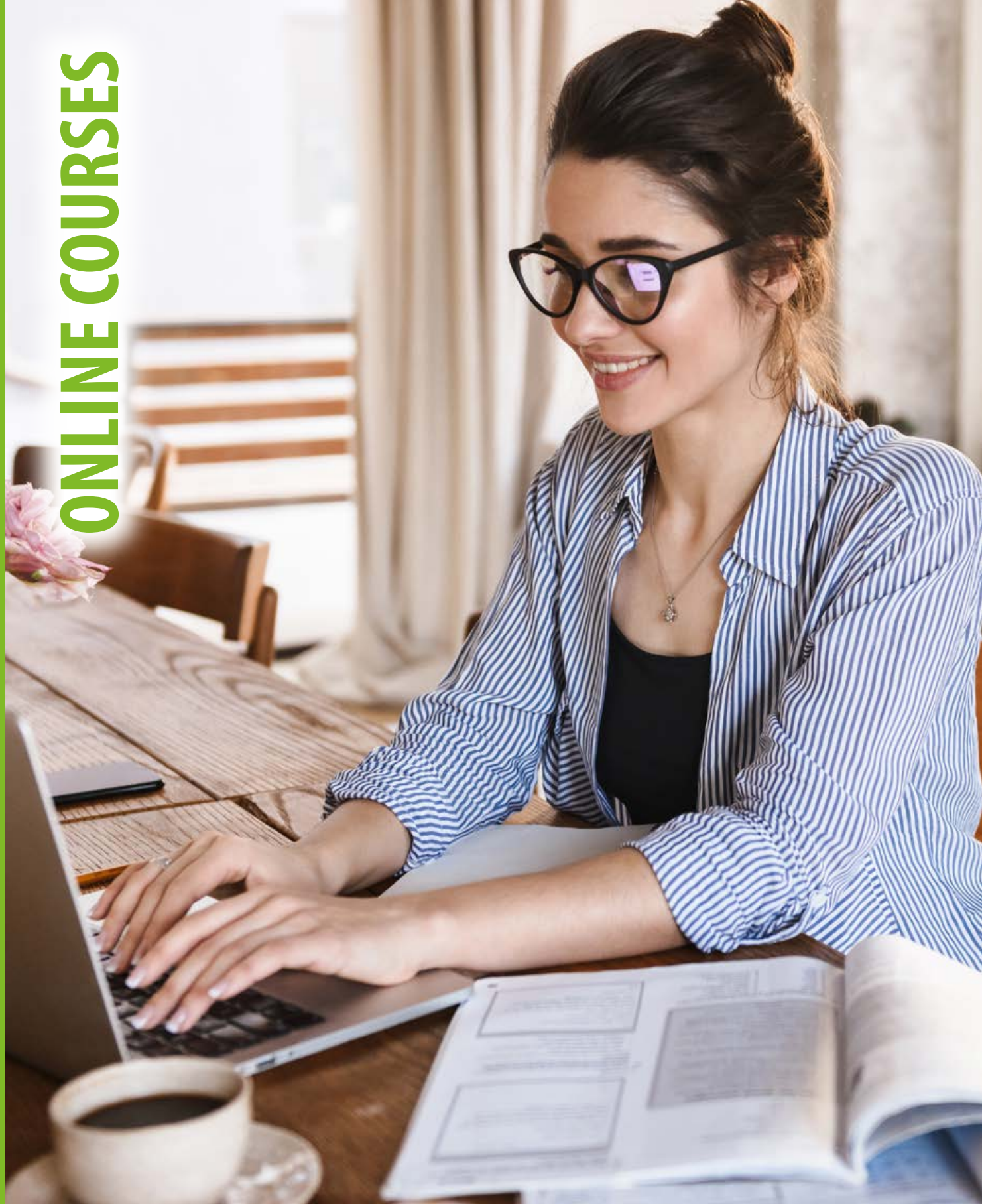
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## Global Health

(12 weeks, online part-time)

### Programme Outline

This module introduces you to knowledge in global health and the determinants of health operating at local and global levels, health inequalities as well as key issues and strategies for protecting and promoting the health of populations in various global settings. You will develop a keen understanding of key global health issues including health determinants, the global burden of disease, health inequalities, strengthening of health systems, global health policies and politics as well as the various strategies used to promote and protect health. You will also develop skills in critical thinking, analysis, collaboration, communication and working with evidence to provide innovative solutions that can help improve health systems. The programme will use a range of learning approaches including the virtual classroom, flipped and peer learning, recorded lectures and threaded discussion boards. Your learning will be supported by a range of online teaching methods that include directed and self-directed learning, group work, case studies and threaded discussion boards. These tools will also be used to provide you with continuous formative feedback. Importantly, you will benefit from access to staff involved in LSTM's global health research programmes (eg drug resistance, gender and health, neglected tropical diseases, climate change, lung health and TB).

### Topics will include:

Definition of global health; review of Michael Marmot's work and the social determinants of health including health inequalities. Global burden of disease with reference to the changing epidemiology and relative importance of different communicable and non-communicable diseases. Strengthening of health systems; global governance and impact of globalisation; health promotion models, theories, principles and practice; health protection principles and application to practice, including environmental hazards and managing risk in practice. Roles and responsibilities of key global agencies and stakeholders collaborating in health promotion and protection; policy analysis.

### Programme Aims:

- Critically discuss the multiple determinants of health and evaluate strategies for improvement and strengthening health systems.
- Critically apply health protection principles in designing and evidence-based health protection strategy response.
- Demonstrate critical knowledge and an awareness of key stakeholders' roles and responsibilities, at a local, national and global levels
- Effectively communicate health protection strategies to various audiences and stakeholders

### 3 Good Reasons to Study



This is a flexible online programme that enables you to stay at 'home' whilst being an (international) student learning with other students from different parts of the world in a high-quality research-led academic environment.



You will gain knowledge in global health inequalities and the determinants of health operating at local and global levels.



You will develop practical skills and strategies for protecting and promoting the health of populations in various global settings.

### Discover more about this programme



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# Research Methods

(12 weeks,online part-time)

## 3 Good Reasons to Study



This is a flexible online module which promotes a critical understanding of research paradigms and methodologies, which is necessary for conducting rigorous research and making sound evidence-based decisions - the cornerstone for success in your further learning at Master or Doctoral levels, if you wish to continue, and professional life.



The module draws on the long tradition of excellence in global health research in LSTM. You will learn from experienced tutors and researchers with a strong reputation for research quality and impact around the world and will explore contemporary issues in health research.



The module is real-world oriented and is relevant to practising professionals in all health and social disciplines, whether you are a medic, paramedic, nurse, occupational therapist, social care worker, dentist, psychologist, pharmacist, etc..

## Programme Outline

The module provides you with knowledge, intellectual and practical skills to undertake research, using appropriate quantitative and qualitative methodologies to address global health issues and assess the quality of existing evidence to inform the development of health interventions in different settings. In this module you will cover key aspects of qualitative and quantitative research methodologies. This includes a critical discussion of the different theoretical basis underpinning quantitative and qualitative approaches, study designs, methods, ethical issues, data management, analysis and interpretation. The module will use a range of learning approaches including the virtual classroom, flipped and peer learning, problem-based and experiential group work, recorded lectures, case studies, research papers and threaded discussion boards. The use of multiple-choice questions and practical exercises will also be used throughout the course to provide you with continuous formative feedback in basic statistics and key principles of qualitative research. Your learning is supported by a range of interactive online teaching methods and self-directed learning opportunities, group work, case studies and threaded discussion boards. You will benefit from the global health research and teaching expertise within LSTM.

## Topics will include:

This module covers the essential qualitative and epidemiological concepts and ethics, required to enable you to understand and synthesise evidence from academic papers and how to apply this knowledge to improve your practice and that of your organisation. Concepts associated with risk that used to inform change in practice and communicate research findings such as incidence, prevalence, relative risk and odds ratios will be explored. Basic epidemiological concepts such as use of appropriate indicators and rapid health needs assessment will be studied. You will be introduced to basic statistical techniques to support the synthesis and analysis of data. Positionality and qualitative study design will be considered. In this module, you will also explore the concept of evidence and its association with the research process as applied to the global health sector. Different research paradigms will be discussed, including how each may be applied in a global health context.

## Core content of this module will include:

- Epistemological issues in qualitative and quantitative research
- Introduction to qualitative research and its place as a source of evidence to inform practice.
- Review of how to analyse and synthesise findings from qualitative and quantitative research to help inform practice.

- Critical appraisal of evidence from research studies
- Principles of epidemiology and study design – including descriptive studies, cohort, case control, randomised controlled trials and systematic reviews

Multiple forms of data collection and analysis (types of data; representation of data; summary measurement for continuous data; normal distribution; mean; standard deviation; percentiles; p values; confidence intervals; calculation and communication of risk - odds ratios, relative risk; hypothesis testing to include basic parametric and non- parametric tests; bias and confounding; sampling; data analysis.)

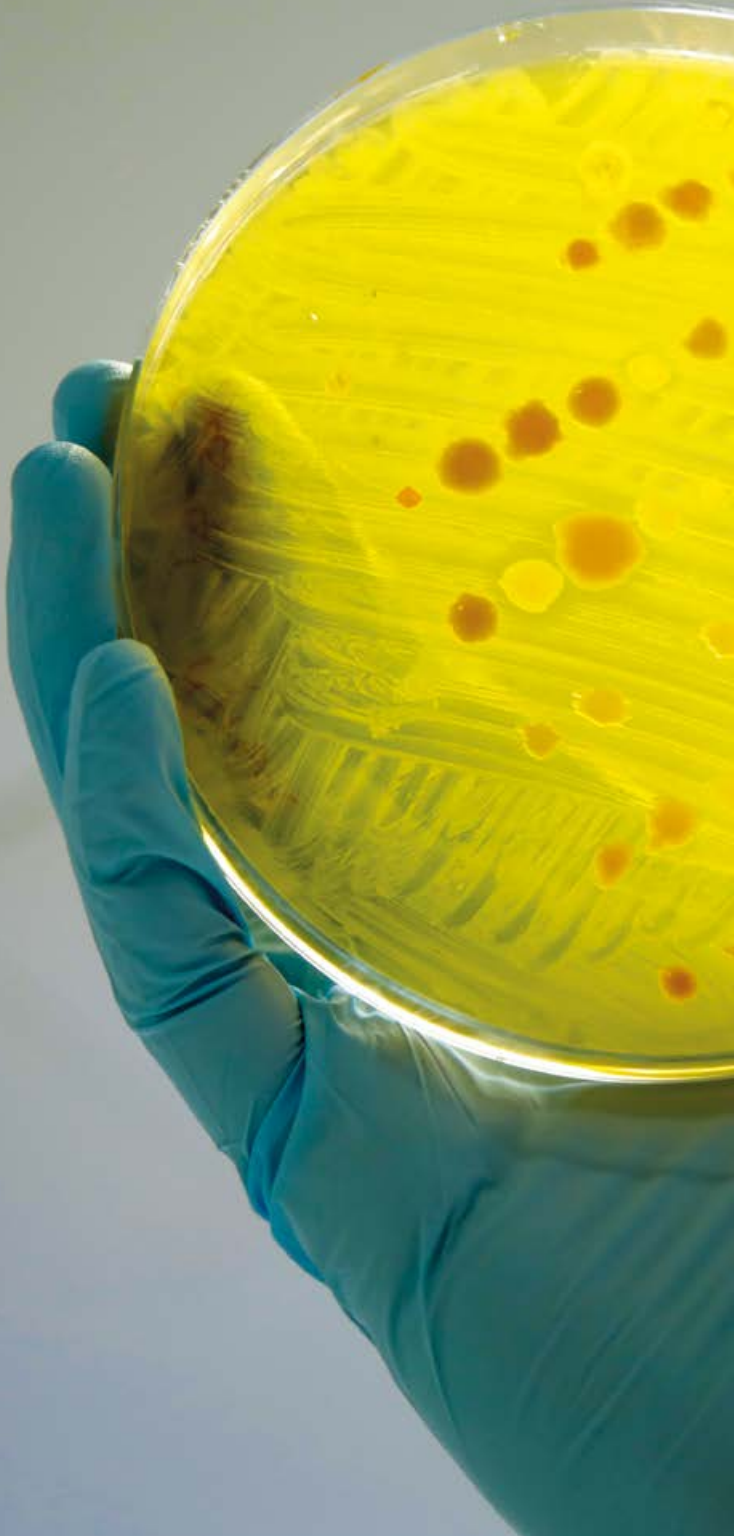
## Programme Aims:

- Critically apply philosophical and epistemological assumptions in quantitative and qualitative research design
- Critically analyse qualitative and quantitative data
- Critically appraise research evidence informed by qualitative and quantitative approaches
- Critically apply ethical principles and demonstrate an awareness of positionality in the development of a research proposal in a global health context

## Discover more about this programme



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# Leadership in Health Systems Management

(12 weeks, online part-time)

## 3 Good Reasons to Study



This is a flexible online programme that enables you to stay at 'home' whilst being an (international) student learning with other students from different parts of the world in a high-quality research-led academic environment.



This course will provide you with core theoretical knowledge and important skills for effective leadership in various global health settings.



You will appraise different leadership theories and styles and how they influence outcomes in various health systems.

## Programme Outline

The module will provide you with core theoretical knowledge and important skills for effective leadership in various global health settings. You will be introduced to various key concepts in leadership including, governance, health systems, systems thinking, quality improvement, service development and efficiency measurement. Different leadership theories will be critically discussed, with case studies presented to facilitate group discussions on the practical application of concepts to various scenarios. You will also gain knowledge on how leadership influences the planning, functioning and structuring of local and global health systems. The module is taught using student-centred approaches that include virtual classrooms, online group exercises, chat rooms, blogs, case studies, self-directed and directed reading and recorded presentations from experts in global health systems leadership. The online exercises will provide you with continuous formative feedback. You will keep a reflective diary that documents your learning throughout the module. Your reflections in the diary will contribute towards assessed reflective summary.

## Topics will include:

What is leadership?	Health economics and measuring 'effectiveness';
Leadership theory and styles, including which style to use to get the most benefit in a given situation;	Quality improvement;
what is a health system?	Measuring outcomes;
Governance;	Systems thinking;
Universal health coverage;	Change management;
Human resources;	Diplomacy;
Management;	Politics;
Financing;	Policy analysis

## Programme Aims:

- Critically appraise different leadership theories and styles and how they influence outcomes in various health systems.
- Communicate effectively with the public
- Critically engage with evidence in developing strategies for change in health systems and services that will improve wellbeing
- Critically reflect on their role and that of others in global collaborative work for health.

## Discover more about this programme



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# Epidemiology & Statistics

(12 weeks, online part-time)

## Programme Outline

The module provides you with further knowledge and practical skills in epidemiology and statistics. It will allow you to address global health issues by analysing and interpreting epidemiological data and critically appraising the quality of evidence from epidemiological studies.

This module equips you with the knowledge and more advanced practical skills in quantitative approaches that are important for the detailed exploration of global health issues. You will have the opportunity to work with epidemiological data sets, plan a strategy and conduct more advanced statistical analyses of the data using appropriate statistical software. You will also learn how to interpret and present the results. Teaching sessions typically comprise pre-recorded presentations and exercises. You will experience a range of learning approaches including the virtual and flipped classroom, problem-based group work, recorded lectures, case studies, research papers and threaded discussion boards. You will benefit from the global health research and teaching expertise within LSTM.

## Topics will include:

Introduction to the module and scientific methods in epidemiology and statistics; Ethics; Descriptive statistics and secondary analysis of routine data; Data computation and analysis; Epidemiology and Statistics to inform global health policy; Critical appraisal of epidemiology and statistics research; Monitoring and evaluation; Working with large data sets; Policy analysis and interpretation; Systematic review skills and interpretation and application of evidence to health policy and practice.

## Programme Aims:

- Apply epidemiological and statistical techniques to analyse and interpret data.
- Design an epidemiological study to explore a health issue using appropriate quantitative methods.
- Critically appraise and interpret epidemiological and statistical data reported in published studies and draw appropriate inferences.

## 3 Good Reasons to Study



This is a flexible online programme that enables you to stay at 'home' whilst being an (international) student learning with other students from different parts of the world in a high-quality research-led academic environment.



You will address global health issues by analysing and interpreting epidemiological data and critically appraising the quality of evidence from studies.



You will design an epidemiological study to explore a health issue using appropriate quantitative methods.

## Discover more about this programme



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# Qualitative Research in Global Health

(12 weeks, online part-time)

## 3 Good Reasons to Study



This is a flexible online programme that enables you to stay at 'home' whilst being an (international) student learning with other students from different parts of the world in a high-quality research-led academic environment.



You will develop your 'deeper' understanding of key concepts in qualitative research from world class researchers at LSTM.



You will undertake research using an appropriate qualitative methodology.

## Programme Outline

The module will develop your 'deeper' understanding of key concepts in qualitative research, so you can critically appraise qualitative research and have the skills to conduct and commission qualitative research in various health contexts. The module (re)introduces you to the theoretical and practical aspects of qualitative approaches in various global health topics. You will learn the practical aspects of qualitative research, including theoretical approaches, selection of research topic, methods (interviews, ethnography, observations etc.), ethics, data collection, transcribing, data analysis, presentation and communication of results to diverse audiences. You will critically discuss, with examples the contextual and contested nature of research ethics and the importance of being a reflexive practitioner. Topics such as critical review, quality, rigour and trustworthiness will be covered. The module will be taught using student-centred, problem-solving online approaches, including virtual classrooms, recorded lectures, discussion boards, videos, and peer assessments. You will also have the experience of learning from world class qualitative research conducted by LSTM academics.

## Topics will include:

Qualitative research and epistemological 'roots';	Interviews (individual, groups);
Culture;	Ethnography;
Positionality;	Data analysis;
Reflexivity;	Transcribing;
Ethics;	Critical appraisal of qualitative research;
Sampling strategies;	Use of technologies in qualitative research

## Programme Aims:

- Undertake research using an appropriate qualitative methodology, including the critical analysis and interpretation of qualitative data
- Critically review ethical principles and issues in qualitative research
- Critically appraise qualitative research evidence
- Critically appraise qualitative research evidence

## Discover more about this programme



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# Working with Diverse Communities

(12 weeks, online part-time)

## Programme Outline

The module provides an overview of social science perspectives on the relationships and interactions between social determinants of health at a global level and the 'local' community experiences of health and illness and the implications for policy and practice.

The interaction between the local and the global context of health is complex due to diverse socio-economic, cultural and political contexts. This module will give you different perspectives on the social determinants of health at the global and 'local', community levels within the context of the 'global' language of the right to health. The module will include exploration of how local contexts influence individual experiences of health and illness and the implications of this for global health practice. You will develop an understanding of 'culture' in health and the application of equality and diversity frameworks in a wide range of global health settings. The module will use a range of learning approaches including the virtual and physical classroom, flipped and peer learning, problem-based and experiential group work recorded lectures, case studies, research papers and threaded discussion boards. These interactive tools, including research papers, case studies and videos will be used throughout the course to provide you with continuous formative feedback on the application of social science concepts and human rights in understanding global health issues. You will benefit from the global health research and teaching expertise within LSTM. Your learning is supported by a range of online teaching methods that include directed and self-redirected learning, group work, case studies and threaded discussion boards.

## Topics will include:

You will also be introduced to the concept of 'community' and its importance in global health;	Human rights and global health;
Concepts such as diversity, gender, stigma, culture, globalisation, transnationalism will be (re) introduced.	Rights based approaches vs economic based approaches.
Why are these concepts important for global health?	Human rights violations; cultural rights; children's rights;
Community health, medical knowledge systems – biomedicine, indigenous knowledge, integration of knowledge systems;	Migrant health; push pull factors; humanitarian work;
	Evidence-based strategies;
	Cultural competency.

## Programme Aims:

- Critically appraise the influence of 'contexts' in understanding health
- Critically engage with social science perspectives in reviewing global health policies and issues
- Critically review rights-based approaches in global health
- Critically review professional and ethical behaviour in health care settings

## 3 Good Reasons to Study



This is a flexible online programme that enables you to stay at 'home' whilst being an (international) student learning with other students from different parts of the world in a high-quality research-led academic environment.



You will gain social science perspectives on global health inequalities and 'local' experiences of health and illness



You will develop a critical understanding of 'culture' in health and the application of equity and diversity frameworks

## Discover more about this programme



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# Climate Change & Health

(12 weeks, online part-time)

## 3 Good Reasons to Study



This is a flexible online programme that enables you to stay at 'home' whilst being an (international) student learning with other students from different parts of the world in a high-quality research-led academic environment.



This course provides you with knowledge and critical understanding of the effects of global climate change on human health and the impact of these changes on livelihoods



You will explore the economic, political, social and environmental determinants of vulnerability to the effects of climate change and will be encouraged to examine critically, the key strategies of adaptation and mitigation.

## Discover more about this programme



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## Programme Outline

This module aims to provide you with knowledge and critical understanding of the effects of global climate change on human health and the impact of these changes on livelihoods. You will also explore options for mitigation and adaptation. Climate change is one of the greatest challenges facing the World in the 21st century and this module will look at its wider impact on lives and livelihoods across all continents. You will explore the economic, political, social and environmental determinants of vulnerability to the effects of climate change and will be encouraged to examine critically, the key strategies of adaptation and mitigation. Taking a student-centred and problem-solving approach to facilitate deep learning, core information will be presented through several online platforms including recorded lectures, threaded discussion boards, chat rooms and this will be expanded through case studies, group work and online seminars and group discussions. You will benefit from a learning environment that is embedded in LSTM global health research.

The module is assessed by a 2000-word critical essay, a group presentation and an individual reflective essay. You will be able to write the main critical essay on whatever aspect of the module interests you most, following consultation with, and approval from the module leader. The topic may focus directly on health issues but may also revolve around other areas of concern related to climate change that have an indirect link to health. You will keep a reflective diary that

## Topics will include:

Introduction to climate change;  
climate change and human health;  
the one health agenda;  
managing environmental hazards;  
global guidelines and legal frameworks such as the WHO's IHR commitment for delivery - the recent landmark UN agreements of the Sendai Framework for Disaster Risk Reduction,  
Sustainable Development Goals (SDGs),  
COP21's Paris Climate Conference,  
World Humanitarian Summit and Habitat III;  
collaboration and team working;

## Programme Aims:

- Identify and critically analyse current and potential threats to human lives and livelihoods due to global climate change.
- Critically discuss the complex social, political, economic and environmental determinants of vulnerability to the effects of global climate change.
- Critically discuss how global climate change is likely to affect the nature, frequency and magnitude of humanitarian emergencies.
- Critically appraise global frameworks and adaptation strategies to promote health and mitigate against environmental hazards and climate change





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# POSTGRADUATE RESEARCH DEGREES (PGR)

**LSTM has been at the forefront of research into infectious, debilitating and disabling diseases worldwide since 1898. We were the first institution in the world dedicated to research and training in the field of tropical medicine and our aim is to improve the health of the world's poorest people by combating diseases such as TB, HIV/AIDS, malaria, dengue, and lymphatic filariasis. Our worldwide reputation and the calibre of our work means that our research portfolio now exceeds £500 million.**

Our research degrees provide outstanding, highly motivated individuals with the chance to make a significant contribution to their chosen area of research. Our students have the opportunity to work with a wide range of internationally renowned experts and leading research groups.

LSTM offers the following postgraduate research degrees:

1. PhD studies are undertaken over a period of between two and four years (full-time) or four and six years (part-time).
2. MPhil studies are undertaken over a period of between one and two years (full-time) or two and four years (part-time).
3. MD studies are undertaken over a period of between two and six years (part-time only).

We supervise students in the following research areas:

- Vector Biology
- Parasitology
- Public Health
- Sexual and Reproductive Health
- Maternal and Newborn Health
- Clinical Tropical Medicine
- Humanitarian Research

PhD students are able to choose from the following award titles: Tropical Medicine, Tropical Disease Biology, Vector Biology, Parasitology, Clinical Sciences, Global Health.

We offer opportunities to study full-time, part-time, in Liverpool or based 'off-site' – giving you the flexibility to integrate your research with your existing career or work in the field. Over half of our postgraduate research students are based 'off-site', supported by a network of supervisors based locally as well as in Liverpool.

**Applications are accepted at any time of the year.** Students are able to register and commence their studies on 1st February, 1st August and 1st October of each academic year.

## LSTM is committed to providing:

- A dynamic, stimulating research environment in which students are fully integrated members of the LSTM research community.
- An experienced supervisory team of research active staff.
- Regular supervisory meetings and annual monitoring to ensure you are on track to complete your programme successfully.
- An annual PGR Student Conference, giving you the opportunity to present your research to your fellow students and LSTM staff.
- Wherever possible, support to attend external conferences and network with international researchers in your field.
- Access to laboratory equipment, research sites, library and electronic resources.

## Entrance Requirements

We are looking for students who have obtained (or are expected to obtain) a first class or upper-second class honours degree at undergraduate level and/or a Master's degree in a relevant subject. International qualifications need to be of an equivalent standard, as defined by NARIC.

Students who wish to study for an MD need to have obtained a medical degree which is registerable in the United Kingdom, i.e. obtained from an approved university.

Please visit our website for details of our English language requirements.

## Career Opportunities

Our staff and alumni have been part of the Ebola response in West Africa; were treating patients after the earthquake in Haiti; have built roads where there were none; have negotiated secure aid during civil war and unrest; and have advised the UK government on responding to tropical and infectious diseases. From medics and nurses to water and sanitation technical experts, from managing TB programmes to creating new vaccines, from measuring parasites to finding new molecules, LSTM staff and alumni are making a real difference in the world. ▶

## PhD, MPhil, MD

### 3 good reasons to study

1. Work with internationally renowned, leading experts and make a significant contribution towards your area of research.

2. State-of-the-art laboratory facilities and opportunity to conduct fieldwork in countries such as Malawi, Kenya, Uganda, India, Nepal, and Saudi Arabia.

3. A dedicated academic support network and researcher development training programme to help you realise your potential as a researcher and prepare you for a wide range of careers in academia and beyond.

*Our aim is to help you, as a postgraduate research (PGR) student, to thrive in your doctoral programme, meet our challenging academic expectations and progress to the post-doctoral career of your choice. LSTM will support you in this with the full resources of our dedicated team of expert supervisors, professional services staff and postgraduate researcher peers. I encourage you to take advantage of the training and networking opportunities available in our large and diverse School with its global connections. The Unit for Early Career Researchers is the focal point for the training and development of doctoral researchers. We aim to provide you with an attractive Researcher Development Programme to enable you to maximise your potential as a researcher and enhance your future prospects. As part of our community of PGR students, you will make a substantial contribution to LSTM's world-class research. We view our PGR students as essential to the ongoing vitality of our research culture and developing the next generation of research leaders is central to our mission.*

— **Dr Britta Urban,**  
Reader and Director of Postgraduate Research





# MRC CASE/DTP STUDENTSHIPS

**The MRC Industrial Collaborative Awards in Science and Engineering (CASE) and Doctoral Training Partnership (DTP) scheme offers fully-funded PhD studentships. The programme allows extremely bright, enthusiastic individuals with an outstanding track record to develop their research ideas, interests and skills and to generate PhD plans and research findings that are highly impactful.**

The programme is usually offered on a 1+3 basis: a one-year full-time Master of Research (MRes) in Global Health: Translational and Quantitative Skills taught at Lancaster University followed by a 3-year full-time PhD programme at LSTM. In exceptional circumstances, students who can demonstrate that they have previously completed a relevant Master's qualification may request exemption from the MRes year.

## Objectives

The goal of the DTP is:

- To develop future leaders in translational research relevant to Global Health.
- To develop researchers with quantitative and interdisciplinary skills.
- To develop bridge scientists who can translate scientific innovation into beneficial impact on health for the world's most vulnerable people and communities.

## CASE Studentships

Additionally, the purpose of CASE studentships is to:

- Provide students with experience of collaborative research with a non academic partner.
- Strengthen and develop collaboration and partnerships between research organisations and non academic partner organisations.
- Offer outstanding students an experience of at least two distinct research cultures.
- Provide access to a wider than usual range of technology, facilities and expertise.

Applicants who are successful in obtaining a CASE studentship will be expected to engage in a placement with a non-academic partner for a period of between 3 and 18 months.

## Entrance Requirements

We are seeking candidates with exceptional research credentials. Applicants should hold a first class or upper-second class honours degree (or equivalent) in an area relevant to the available research projects, for example, life sciences, medicine, public health, health economics, mathematics, or social sciences. Candidates who do not meet this requirement may apply if they have been awarded a Master's degree (or equivalent) with a distinction.

## How To Apply

A list of the available research opportunities and information on how to apply will be available on our website during the annual recruitment cycle in autumn.

The studentships will be awarded based on academic excellence and performance at interview.

*"For the first year of the MRC DTP I was based in Lancaster to work on the MRes... I became more confident using R to apply a variety of quantitative methods, including geostatistics and mathematical modelling."*

— Remy Hoek Spaans, 2nd Year PhD Student



## Funding & Eligibility

Eligible students will receive a **full award**, equivalent to the Medical Research Council's indicative fee and stipend level, for each year of registration. In 2019/20, the stipend was £15,009 per annum. In addition, students also receive a contribution towards bench fees and access to supplementary funding for additional skills development, training or placement opportunities.

To be eligible for a full award, candidates must be able to demonstrate that they have settled status and have been ordinarily resident in the UK throughout the three-year period prior to the start of the studentship (but not mainly or wholly for the purpose of receiving full-time education).

Students from EU 27 countries are generally eligible for a **fees-only** award. This covers programme fees, a contribution towards bench fees and access to supplementary funding but does not include a stipend.

**Due to MRC funding restrictions, we are unable to consider applications from students who do not meet UK or EU residence requirements. »**



**MRC DTP  
Student  
Case Study**

I obtained a BSc in Biomedical Science from the University of Sheffield in 2014.

Following this, whilst studying for a Masters in Immunology from Imperial College London, I undertook a 7-month research project with the Tuberculosis Research Centre, Imperial College London, under the supervision of Dr Robert Parker and Professor Ajit Lalvani. The project required me to use novel research methods to understand mechanisms by which Bacillus Calmette-Guérin (BCG) vaccination provides protection against unrelated infection such as respiratory syncytial virus and pneumonia as well as target disease tuberculosis, for which it is shown to have varying efficacy.

Following a year as a research assistant at the University of Oxford, I started at the Liverpool School of Tropical Medicine and Lancaster University on the MRC DTP in September 2017. The MRes in Global Health with Lancaster University introduced me to new skills such as programming in R and infectious disease modelling. I look forward to completing my PhD at LSTM on development and evaluation of diagnostics for visceral leishmaniasis (VL) in HIV patients in elimination settings, supervised by Dr Emily Adams. My PhD project will involve frequent travel to Bihar, India.

— Sophie Owen, 2nd Year PhD Student



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*All information in this prospectus was correct at the time of print. LSTM reserve the right to amend any information therein. Unattributed student comments have all come from anonymous online evaluations of the programme or course on which the quote appears.*

**World  
leading**



**Life  
saving**

