

Master of Public Health (MPH) Program

Handbook



বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়
BANGLADESH OPEN UNIVERSITY

SCHOOL OF SCIENCE AND TECHNOLOGY

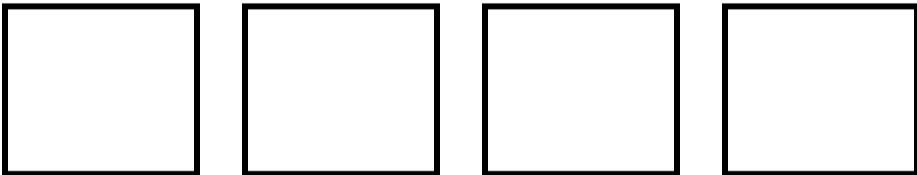


বাংলাদেশ উন্মুক্ত বিশ্ববিদ্যালয়
Bangladesh Open University

স্কুল অব সায়েন্স এন্ড টেকনোলজি
School of Science and Technology

Master of Public Health Program
(Effective from the Session 2018-2019 and Onward)

Program Structure and Curriculum



MPH Program Handbook (Learner's Guide)

(Effective from the Session 2018-2019 and Onward)

**Regulations, Syllabus Course Structure and Reference Books
for the Master of Public Health Program**

**School of Science and Technology
Bangladesh Open University
Gazipur-1705, Bangladesh
Phone: 00-88-9291111
Fax: 00-88-9291122
Website: www.bousst.edu.bd**

Published by
Publishing, Printing and Distribution Division
©Bangladesh Open University
Gazipur-1705.

First Edition: May 2018

QR Code:

Creative Common:

Computer Composed by:
MS Sabina Yesmin

Cover Designed by
Md. Monirul Islam

Page Layout and Graphics by:
Abdul Malek

Printed by:

CONTENTS

Vice-Chancellor’s Message	vii
Pro-Vice Chancellor’s Message	viii
Treasurer’s Message	ix
Dean’s Message	x
BOU at a Glance	xi
Academic Programs of BOU from Six Schools	xii
Technology for Education Delivery	xiii
<u>CONTENTS</u>	
Welcome to Open and Distance Learning System in the Bangladesh Open University	1-2
Conventional Education vs Distance Education Systems	1
Bangladesh Open University	1
Vision	2
Mission	2
School of Science and Technology (SST)	2-5
List of Faculty Members of the School	3
Academic Programs of the of School	5
Activities of SST	5
Master of Public Health (MPH) Program	7-7
Preamble	7
What is a MPH Degree?	7
Career Prospects	7
Learning Outcome of MPH Degree	7
(A) MPH Program Details and Academic Regulation	
1. Name of the Program	8
2. Title of the Degree	8
3. Philosophy of MPH Program	8
4. Aims and Objectives of the MPH Program	8
5. Types of Courses and Credit of the Program	8
6. Eligible Criteria for Admission into the MPH Program	9
7. Admission Procedure	9
a) Enrollment of Learners into the Program	9
b) Collection of Admission Form	9
c) Submission of Admission Form	9
d) Selection Criteria	9
8. Number of Seats at each Study Center (SC)	10
9. Course and other Fees	10
10. Program Plan	11

	11.	Medium of Instructions	11
	12.	Learner's Identification Number	11
	13.	Cancellation of Registration	11
	14.	Instructional Materials and Tutorial Facilities	11
	15.	Tutorial Services	12
	16.	Tutorials and Study Center	12
	17.	Who is your Tutor?	12
	18.	Why will you contact with the Tutor and School?	12
	19.	Tutorial Sessions Time	12
(B) Blended Learning Process for Master of Public Health Program			13
(C) Examination Regulations			
	20.	Conduct of Examinations	14
	21.	Performance Evaluation System	14
		a) Formative Assessment / Continuous Assessment	14
		b) Summative Assessment / Semester End Evaluation	14
	22.	Marks distribution of Theoretical Courses: Total Marks 1200	14
	23.	Marks distribution of Research Dissertation including Comprehensive Viva-voce: Total Marks 300	15
	24.	Research Project Declaration and Requirement	15
	25.	Research Project Evaluation	16
	26.	Tenure of Registration	16
	27.	'DE-NOVO' Registration	16
	28.	Selection of Examination Center	16
	29.	Withholding of Results of a Learner	17
	30.	Activities which would Constitute Unfair means	17
	31.	Re-evaluation of Answer-script(s)	17
	32.	Preparation of Result	17
	33.	Grading System	17
	34.	Calculation of Cumulative Grade Point Average (CGPA)	18
	35.	Repeat	18
	36.	Requirement for obtaining Degree of Master of Public Health	18
	37.	Transcript and Certificate	18
	38.	Remuneration	18
	39.	Removal of Difficulties and Saving	18
	40.	General Information's Regarding MPH Program	19
	41.	Addition, Alteration, Change or Modification in the Regulations	19

Detail Curriculum and Syllabus for MPH Program		
Courses and Credit Distribution of MPH Program		20
Details Syllabus of MPH Program		22
MPH 1401	Introduction of Biostatistics	22
MPH 1402	Principles of Epidemiology and Demography	24
MPH 1403	Research Methodology	27
MPH 1404	Public Health Nutrition	29
MPH 2405	Hospital Administration and Management	31
MPH 2406	Public Health Promotion and Education	33
MPH 2407	Health Policy, Planning and Ethics	36
MPH 3408	Maternal and Child Health	38
MPH 3409	Control of Communicable and Non-Communicable Diseases	41
MPH 3410	Occupational and Environmental Health	44
MPH 3411	Health Informatics and Health Economics	45
MPH 3412	Systematic Field Study	47
MPH 4813	Research Project	49
Forms of MPH Program		
	Assignment Acknowledgement Form: MPH Program	52
	Assignment Cover Page (Assignment #)	53
	Tutor Evaluation Form – MPH Program	54
	Examination Registration Form	55
	Semester Examination Admit Card	55
	Registration Form for Viva-Voce	56
	Viva-Voce Examination Admit Card	56
	Student Data Bank	57
	Addresses of Regional Centers (RCs) of BOU	58
	What to Do During Each Semester?	59

Vice-Chancellor's Message



Dear Learners,

I welcome you to the academic session 2018-2019 at Bangladesh Open University (BOU). You deserve my heartfelt congratulations for your achievement of getting entrance to the Master of Public Health program at the only Open and Distance Learning (ODL) University of the country. BOU is the only public university in the country offering education through distance mode of delivery. It is recognized nationally and internationally for its quality education since 1992. Our mission is to provide you the best start for your professional future.

You are the most fortunate ones to have an enrolment opportunity in the said program at the School of Science and Technology. This school offers post graduate “Master of Public Health” program through blended mode approach with the modern and up-to-date curriculum and syllabus supported by online facilities.

We have a dream to establish a digitally enabled open university where you will be able to groom your potentiality further.

Finally, I would like to point out an important issue that BOU follows a multi-channel approach for academic instructions. The two-year Master of Public Health program comprises a blending of both the distance as well as online and face-to-face modes of delivery. I believe you would enjoy using the articulately designed course materials and the audio-visual programs of your course instructors and become a leader of health professional.

I wish all of you a grand success in your studies.

Professor Dr. M A Mannan
Vice-Chancellor
Bangladesh Open University

Pro-Vice Chancellor's Message



Dear Learners,

It gives me great pleasure to welcome you to open and distance learning system of education in the Bangladesh Open University (BOU). Through a wide variety of distance education programs, BOU extends learning opportunities to cross-sectional people over the country. I am happy to know that the School of Science and Technology is going to offer two years Master of Public Health program. This is one of the leading efforts to promote the practical knowledge in Community Health Care settings and become a leader in the field of health professionals. To meet the increasing demand in the field of community health care the School of Science and Technology of BOU has decided to offer blended mode Master of Public Health program. As we know that the field is changeable, so we have taken pragmatic steps for including up-dated and advanced courses, curriculum and syllabus in the said academic program. We have also made the provision of extensive research orient and field-based courses and curriculum in the syllabus. We hope that the offered theoretical and practical knowledge will be useful for developing skilled professional and human resources.

The Master of Public Health program is basically comprised of both the distance as well as online and conventional mode of delivery. For doing that we have made collaborative arrangement between BOU and other national reputed health institutions so that the learners would able to be benefitted from both the distance and conventional knowledge sharing process.

I do believe that you will get every insight of knowledge out of the program and able to apply the acquired skill knowledge in developing your own career.

I must thank honorable Dean, the School of Science and Technology of BOU for introducing the Master of Public Health program in BOU and would also like to express my deep gratitude to those who are involved in developing the program Handbook.

Best wishes for your success.

Professor Dr. Khondoker Mokaddem Hossain
Pro-Vice Chancellor
Bangladesh Open University

Treasurer's Message



Welcome to Bangladesh Open University!

I am pleased to know that the course contents and regulations of Master of Public Health program being published in a Handbook and ready for handling it over to our learners and other stakeholders. Being the epitome of open and distance education, Bangladesh Open University has earned good reputation for delivering and creating knowledgeable human resources. As I get to know from my interactions and observations, the School of Science and Technology engages the learners with academic activities through lectures, practical sessions, and project work, one-line facilities and audio-video programs to ensure learning from the ICT based real life scenarios and practices.

A blended educational approach is taken by the School of Science and Technology to groom the learners who enter the Master of Public Health program from different academic institutes. I expect that the School of Science and Technology will be able to fulfil the changing needs of health professionals of time and play a dynamic and challenging role to serve health care setting, especially in become a leader in the field of health professionals. I am also optimistic that these future health professional leaders will bring the best in them to add more success stories for Bangladesh Open University.

I hope the information furnished in Program Handbook will help concerned stakeholders to understand and appreciate the School of Science and Technology more deeply. I would like to express my heartfelt thanks to those who are involved in developing the Program Handbook and the program.

I sincerely believe every academic endeavor made by School of Science and Technology a splendid success.

Professor Dr. Ashfaque Hossain
Treasurer
Bangladesh Open University

Dean's Message



Dear Learners,

I welcome you to the Master of Public Health (MPH) Program through blended mode. The program is structured as per latest development in the field of Public Health and Health Administration those who developed a decision-making capacity building skill at their field and institutes. In integrated of blended mode, you will receive support from Bangladesh Open University (BOU) through Internet as well as through the widely networks process of our Regional Center and national renowned health care institute act as Study Center (SC), where will be offered counselling session, tutorial class and all activities of MPH program.

We are going to provide program Handbook for the session of 2018-19 covering a brief introduction about BOU, its background and programs, study center and tutorial services, academic and examination ordinance, course curriculum and details syllabus and other information. You are advised to read carefully the MPH program Handbook for future needs. The academic calendar and assignments are distributed to the learner at Study Center, you are advised to contact your course teachers for collection of these.

The Master of Public Health program has been designed to improve the competitiveness of the graduates with a strong theoretical background and professional skills in health service system. For this reason, the program is basically comprised a suitable mix of both the distance, online and conventional mode of delivery. The faculty member of the subject specialist from established health educational institutes and faculty members of BOU will be engaged in providing quality teaching at study center. The program Handbook is a very important document, as a distance learner you may have several queries, many of them would be answered by this program Handbook. Anyway, we hope that you will preserve this program Handbook until successfully complete the program. Some useful addresses are given in the Handbook for your regular correspondence.

In case of any difficulties, communicate to the concerned, on the listed address for fast action. You are advised to visit BOU website: www.bou.edu.bd or school website: www.bousst.edu.bd and your study center regularly for latest information if any.

The learners, pursuing the degree of Master of Public Health will find this program Handbook as an indispensable reference for their entire two years Post-graduate program. This guide may also be useful for the teachers conducting the respective courses. I wish you success in pursuing program.

Wishing you all the best.

Professor Dr. Sharker Md. Numan
Dean, School of Science and Technology
Bangladesh Open University

BOU at a Glance

Chancellor	Md. Abdul Hamid Honorable President of the People's Republic of Bangladesh
Vice Chancellor	Professor Dr. M A Mannan
Pro-vice Chancellor	Professor Dr. Khondoker Mokaddem Hossain
Treasurer	Professor Dr. Ashfaque Hossain
Area	35 acres
Established	October 21, 1992
Location	Board Bazar, Gazipur
Academic Schools	6
Teachers (Full time)	135
Teachers/Tutors (Adjunct)	26802
Officers	532
Employees	663
Programs	48 (Formal) & 19 (Non-formal)
Regional Centers	12
Sub-Regional Centers	80
Study Centers	1502
Website	http://www.bou.edu.bd
Fax	(+880)2 9291152
Facebook	www.facebook.com/bdopenuniversity
BouTube	www.boutube.edu.bd
YouTube	www.youtube.com/user/bdopenuniversity
Twitter	www.twitter.com/bouedu
LMS/eLearning Site	www.lms.bou.edu.bd
WebTV	http://webtv.bou.org.bd
WebRadio	http://webradio.bou.org.bd

Academic Programs of BOU from Six School

Name of Schools and Academic Programs

School of Education (SoE)

- ✚ Certificate in Education (CEd)
- ✚ Bachelor of Education (BEd)
- ✚ Master of Education (MEd)
- ✚ M.Phil. and Ph.D.

School of Social Science, Humanities and Language (SSHL)

- ✚ Certificate in English Language Proficiency (CELP)
- ✚ Certificate in Arabic Language Proficiency (CALP)
- ✚ Bachelor in English Language Teaching (BELT)
- ✚ Bachelor in Arts (BA)
- ✚ Bachelor in Social Science (BSS)
- ✚ Bachelor in Arts (BA) and 4 years Honors program
- ✚ Bachelor in Social Science(BSS) and 4 years Honors program
- ✚ Bachelor in Law and 4 years Honors program

Open School (OS)

- ✚ Secondary School Certificate (SSC)
- ✚ Higher Secondary Certificate (HSC)
- ✚ Bachelor of Business Studies (BBS)

School of Business (SOB)

- ✚ Certificate in Management (CIM)
- ✚ Post Graduate Diploma in Management (PGDM)
- ✚ Bachelor of Business Administration (BBA)
- ✚ Master of Business Administration (MBA)
- ✚ Master of Business Administration (MBA, Evening)
- ✚ Commonwealth Executive Master of Business Administration (CEMBA)
- ✚ Commonwealth Executive Master of Public Administration (CEMPA)

School of Agriculture and Rural Development (SARD)

- ✚ Certificate in Livestock and Poultry (CLP)
- ✚ Certificate in Pisci Culture and Fish Processing (CPFP)
- ✚ Diploma in Youth Development Work (DYDW)
- ✚ Bachelor of Agricultural Education (BAgEd)
- ✚ MS in Agriculture

School of Science and Technology (SST)

- ✚ Diploma in Computer Science and Application (DCSA)
- ✚ Bachelor of Science in Computer Science and Engineering (B.Sc. CSE)
- ✚ Bachelor of Science in Nursing (BSN)
- ✚ Master of Disability Management and Rehabilitation Program (MDMR)
- ✚ Master of Public Health (MPH)
- ✚ Post-Graduate Diploma in Medical Ultrasound (PGDMU)
- ✚ Diploma in Community Health Care (DCHC)
- ✚ MSc in Software Engineering (Upcoming)
- ✚ Bachelor of Food Science and Nutrition (Upcoming)
- ✚ Post-Graduate Diploma in Early Childhood Development (Upcoming)
- ✚ MSc. in Pharmacology (Upcoming)

Technology for Education Delivery

Name	Web Address/URL/Location/Remarks
BOU Website	www.bou.edu.bd
E-Book Website (Over 450 text books/study guides)	www.ebookbou.edu.bd
Result Websites	Result: www.bou.ac.bd Detail Result: exam.bou.edu.bd
Video and Audio Lectures uploaded in BOUTube	www.boutube.edu.bd
Education Apps for BOU information and academic programs	Available on BOU Website & Google Play Store
e-Learning Platform/ Learning Management Systems (LMS) (Complete learners management developed with the assistance of a2i Program of the Honorable Prime Minister's Office)	bou.elearning.gov.bd
Dedicated e-Platform for online teaching and training (for third parties as well as BOU field staff).	lms.bou.edu.bd
Internet-based WebTV and Radio	Webtv.bou.org.bd Webradio.bou.org
Complete Online Program initially designed for M.Ed. and MBS.	Prepared by School of Education and Open School
ICT-based English Learning (Secondary Curriculum-linked video presentation)	Inspire Project for development of English Teaching by British Council
University-Wide Technology	
ERP (Comprehensive University Management (software))	erp.bou.edu.bd
OSAPS (online Service and Payment System)	osapas.bou.edu.bd
OER Repository of BOU	oer.bou.edu.bd
Mobile technology (micro SD card embedded with mobile phone sets loaded with audio/video lectures, learners can use without internet)	Available in respective regional centers or sub regional centers
Interactive Virtual Class Room (IVCR)	Main Campus, Dhaka Regional Center and Mymensingh RC
Online Admission and Result Management Systems	BOU Information Management System (BIMS)
Live Video streaming	Live in WebTV
Video conferencing using UGC's BdREN infrastructures and bandwidth	Skype
Setup CCTV and IP Camera	Monitoring whole campus, RC and SRC
Official Social Networks	
YouTube Channel Facebook Page Facebook Group Twitter	www.youtube.com/user/bdopenuniversity www.facebook.com/bdopenuniversity www.facebook.com/groups/bouedu www.twitter.com/bouedu

Welcome to Open and Distance Learning system in the Bangladesh Open University. Through a wide variety of distance education programs, Bangladesh Open University extends learning opportunities to the people all over the country. It allows you to choose your home as your campus and integrate learning into an adaptable, self-determined schedule. We hope that our commitment to distance learning will facilitate your pursuit of knowledge relevant to your life and career. BOU degree is nationally and internationally accepted for higher studies and job placement.

Conventional Education Vs Distance Education Systems

In conventional education system, you are being educated in an on-campus environment where teachers deliver lectures as per regular class schedule in a face-to-face situation. That is a teacher-centered approach and you enjoy little or no flexibility in the class and examination schedules. You are being controlled closely by the institution. You have to go to the campus on every working day and attend classes regularly. You have to be a regular learner and probably have to depend on others to support you. There you can enjoy frequent face-to-face contact with teachers but you have to complete specific courses in a specific time period. Whereas in Distance Education System, you do not need to attend classes regularly. This off-campus system facilitates learning at your home/work place through providing you with specially designed learning materials. Audio and video programs will help you to understand the difficult sections of your text. You will also be able to get the facilities of Video-conferencing, e-mail, Internet, and web based teaching and learning system. In this multi-media based education system, you will be able to utilize your own time and devotion. You can also enjoy the benefits of tutorial services where learners come to solve their problems while studying learning materials and/or while preparing assignments.

Bangladesh Open University



Established in October 21, 1992 with a vision for partial fulfilment of the national commitment “Education for All” especially for the disadvantaged group of people, Bangladesh Open University is using every means of communication technology. The main campus of the University is situated at Board Bazar, Gazipur about 18 kilometres north of Dhaka. The prime objective of Bangladesh Open University is to transform the country’s vast human

resources into an educated and trained workforce by extending them a wide range of academic programs both formal and non-formal. BOU’s programs are aimed at every one, particularly working people and women moreover those socially disadvantaged groups who cannot enroll in traditional educational institutions.

In place of campus-based teaching, this university uses technology including electronic devices to reach out to people in different corners of the country. The learner of this university is not restricted by time, space or age. A learner can think and learn at his/her own will, at his/her own place and at any time whenever he/she feels free to learn. BOU imparts ‘education to all’ through print and electronic media and also through tutorial sessions in the tutorial centers. The learners of all academic programs of BOU are provided with a set of Self Learning Materials (SLMs) written in modular form. Since the inception of BOU, it has been offering secondary to tertiary and non-formal education. To bring

education to the doorsteps of the people, BOU is continuing its operation through 12 Regional Centers (RC), 80 Sub-Regional Centers (SRC) and 1502 Study Centers (SC) throughout the country.

Vision

Bangladesh Open University strives to ensure education for all in the country through open and distance learning system and to excel as a caterer of higher education.

Mission

The mission of BOU is to spread quality education, both general and need specific, among all sections of citizens of the country irrespective of their age and gender in a flexible manner by using a suitable mixture of educational media and technologies.

School of Science and Technology (SST)

School of Science and Technology is one of the six schools of Bangladesh Open University. The main objectives of this school is to provide a platform for teaching, learning and research in the field of science and technology and to create scientific and technically skilled manpower in the country. The extended activities of this school are scientific awareness, degree awarding and advanced research programs. The ongoing academic programs of the school are Diploma in Computer Science and Application (DCSA), B.Sc. in Nursing, B.Sc. in Computer Science and Engineering, Master of Disability Management and Rehabilitation. After receiving degree, learners would become well placed in the society.



Activities of School



List of Faculty Members of the School of science and Technology

Professor(s)



Dr. Sharker Md. Numan

Professor (Medical Science) and Dean

Area of Specialization: Epidemiology, Public Health

Research Interest: Public Health, E-Learning and Instructional Design.

Phone/Fax: 9291111, 9291101-4/333 (off). 9006141 (Res)

Mobile: 01727-210110

E-mail: sharkermd_numan@yahoo.com
deansst2017@gmail.com



Dr. K. M. Rezanur Rahman

Professor

Area of Specialization: Opto-electronics

Research Interest: Modeling, Fabrication and Characterization of Optical Wave Guides

Phone/Fax: 9291111, 9291101-4/334

E-mail: drkmrezanur@yahoo.com

Associate Professor(s)



Dr. Farida Easmin Shelley

Associate Professor (Medical Science)

Area of Specialization: Public Health

Research Interest: Early Marriage and its Hazards, Educational Intervention on Adverse Effect of Early marriage

Phone/Fax: 9291111, 9291101-4/339(off).9660027 (Res)

E-mail: farida@bou.edu.bd, drfarida@gmail.com



Dr. Md. Abdul Mojib Mondol

Associate Professor (Pharmacy)

Area of Specialization: Natural Products Chemistry

Research Interest: Isolation, Structure Elucidation and Biological Activity, Tests of Bioactive Metabolites.

Mobile: 01712943214

Phone/Fax: 9291111, 9291101-4/327

E-mail: drmojibmondol@gmail.com

Assistant Professor(s)



Mohammad Mamunur Rashid

Assistant Professor (Computer Science)

Area of Specialization: Software engineering

Research Interest: Information Retrieval, Information Security, Data Analysis, Software Developing, Networking, Educational Technology, E-Learning.

Phone/Fax: 9291111, 9291101-4/336

Mobile: 01716115139

E-mail: mamunbou@gmail.com

Lecturer(s)



Saria Islam

Lecturer (Computer Science and Engineering)

Area of Specialization: Artificial Intelligence

Research Interest: Artificial Intelligence, Neural Network, Web Engineering, Image Processing, E-Learning.

Phone/Fax: 9291111,

9291101-4/335

Mobile: 01717124676

E-mail: saria_islam@bou.edu.bd



A. S. M Mahmudul Hasan

Lecturer (Computer Science and Engineering)

Area of Specialization: Natural Language Processing

Research Interest: Natural Language Processing, Artificial Intelligence, Image Processing, Cryptography and Network Security, ODL.

Phone/Fax: 9291111

9291101-4/339

Mobile: 01670140616

E-mail: mahmudul_hasan@bou.edu.bd



Md. Moshiur Rahman

Lecturer (Computer Science and Engineering)

Area of Specialization: Data Mining

Research Interest: Data mining, Bioinformatics, Networks Security, Artificial Intelligence, LMS and ODL

Phone/Fax: 9291111, 9291101-4/335

Mobile: 01748987282

E-mail: moshiur@bou.edu.bd

Staff Picture as MDMR

Nazida Begum	Sarif	Sabina
--------------	-------	--------

Academic Programs of the School of Science and Technology

B.Sc in Computer Science and Engineering (CSE) Program

The B.Sc in Computer Science and Engineering (CSE) program provides the learners an opportunity to obtain broad knowledge about Computer Science, Computer Engineering with some freedom to tailor the program according to the learner's individual needs. The objectives of the program are to produce engineers with the technical knowledge, skills, application, creativity and self-development in computer science. The minimum entry requirement into the program is GPA 2.5 /2nd division in SSC/equivalent and HSC/equivalent examinations in science groups separately. The candidates are selected on the basis of admission test. It is a 148 credits program divided into eight semesters (four years). The courses of this program consist of theoretical , practical, project work and viva-voce.

Diploma in Computer Science and Application (DCSA) Program

The objectives of DCSA program are to develop skill of its learners in computer and its area of application such as office automation, desktop publishing, computer networking, multimedia, database management systems, computer aided design and associated packages, troubleshooting, computer programming, software development etc. It is a 35 credits program. The duration of the program is ordinarily is one and half academic years divided into three (3) semesters; however a learner will be allowed a maximum period of five (5) academic years (i.e., consecutive 10 semesters) to complete the program. The minimum entry requirement into the program is GPA 2.5 /2nd division in SSC/equivalent examinations preference will be given to in science groups.

Bachelor of Science in Nursing (BSN) Program

The program aims are to prepare professional nurse with the highest possible technical and managerial competence in respective level of health programs, including problem identification, planning, implementing, training, health education, evaluation and research. The general objective of the post-basic B.Sc in nursing program is to produce competent graduates with advanced knowledge and practical skills necessary to deliver high quality health services needed for the patients in home and abroad. The duration of the program is three years. The Learners, however, have the flexibility of completing the program within six years from the date of registration. The minimum entry requirement into the program is Diploma in Nursing and Midwifery with 3 years professional experiences. Currently, the admission into the program is held up.

Master of Public Health (MPH) Program

The aims and objectives of the MPH program are to produce competent and skilled manpower in the field of public and community allied health, health administration, leadership and research who will be able to attain the national health goals through their effective contribution in health profession. The duration of the program is two years (four semesters). A learner has to complete 60 credits to receive the degree. Beside theory courses, a dissertation report will be submitted and presented it as defense; also has to appear in comprehensive viva-voce at the end of 4th semester. The eligible criteria for admission into the program is graduate from any discipline; preference will be given to candidates who have graduated from medical science, dentistry , nursing and allied health sciences professionals

Post Graduate Diploma in Medical Ultrasound (PGDMU)

The aims and objectives of the program are to produce sufficient sonologists with necessary knowledge and skill about ultrasound to take care of community health. The duration of the program is one year (two semesters). A learner has to complete 30 credits to receive the degree. A learner has also to submit a case study report and appear in comprehensive viva-voce at the end of each semester. The eligible criteria for admission into the program is MBBS or MD.

Upcoming Programs

Master of Science in Software Engineering Program

It is a one and half years (3 semesters) and 36 credits program. The program is designed for both working professionals and students who want to lead the way in software development – one of the fastest growing areas in IT. The eligible criteria for admission into the program are bachelor's degree in Computer Science/Computer Science and Engineering/ Information Technology/ Electrical and Electronic Engineering/ Physics/Applied Physics or related areas.

M.Sc. in Pharmacology

It is a two years (4 semesters) and 57 credits program. The minimum qualification for admission into the program is B.Sc. in biological sciences (Pharmacy, Botany, Zoology, Chemistry, Biochemistry, Microbiology and Dentistry) with at least CGPA 2.5 out of 4 or passes from B.Sc. in Nursing, DVM and MBBS.

B.Sc. (Hons) in Food Science and Nutrition Program

It is a four years (eight semesters) and 153 credits honours program. The eligible criteria for admission into the program are passed from HSC science group/diploma from institutes of health technology (IHT)/ agriculture institutes with GPA (2.00)/CGPA (2.75) and biology and chemistry.

Postgraduate Diploma in Early Childhood Development Program

The objective of the program is to develop human resources in the field of early childhood development, early learning and parenting. The minimum qualification for admission into the program is graduation from arts, commerces and sciences with at least CGPA 2.5 out of 4.

Diploma in Community Health Care (DCHC) Program

It is a one year program. The program is especially designed for medicine business man, health worker, health assistant and village practitioner. The minimum qualification for admission into the program is SSC or equivalent pass.

Diploma in Pharmacy Program

It is a four years (eight semesters) program. The program is designed for those who intend to develop their career as a medicine business man, village practitioner, hospital/clinic/health complex pharmacist and pursue higher study in pharmacy. The minimum qualification for admission into the program is SSC or equivalent pass with GPA 2.5; preference will be given to candidates who have passed SSC/equivalent from science group.

M. Phil. and Ph.D. Programs

M.Phil. (two years) and Ph.D. (three years) programs in the field of computer and biological sciences will be started soon.

Master of Public Health (MPH) Program

Preamble

Bangladesh Open University (BOU) is the only public institution in the country that provides education in distance and flexible mode. Its main objectives are to provide need based education to the all levels of people especially women and people of rural/remote areas, working people and learners those who are unable to join the conventional education. By up-dating knowledge and skill, the university is contributing human resource development in the country. Besides off-campus-based teaching-learning processes, BOU uses several types of technologies to extend education to every community of the country.

Time, space or age does not restrict for the learners in Open and Distance Learning system. Learner learns at his or her own convenient place and pace. BOU is now offering certificate to master's as well as Mphil and PhD level programs. At present, we have 48 Formal programs and 19 Non-formal programs that including multidimensional courses according to situation demand. Teaching learning takes place at BOU using pre-prepared self-instructional materials (SIM). The SIM package is composed of blended mode educational materials including print materials, audio-video educational program, and technology based interactive teaching-learning process, combined with weekly face to face counseling and guidance as well as group learning. The face-to-face and online education scheme of MPH program is designed to meet the varied requirement of the learners as to what, where, when and how to learn.

What is a MPH Degree?

The Master of Public Health (MPH) degree is a post-graduate level professional program which addresses different issues of public health. This program is designed to prepare learners for their role in promoting community awareness about health issues, prevention of communicable diseases and other issues that affect health and safety.

MPH program covers various areas of biostatistics, epidemiology, environmental health, health policy and behavioral sciences, maternal and child health, public health education, communicable diseases, disaster management, nutrition, health service management and health economics. MPH program is one of the highlighted professional program of BOU where learners are required to engage in work-related activities.

Career Prospects

This may take the form of an internship or practical experience where the learners assume job functions in the public health field. Most graduates find employment opportunities in -

- Health care settings;
- Non-profit organizations or government agencies;
- Health care policy and Administration;
- Epidemiologist, Rresearch and Teaching.

Learning Outcome of MPH Degree

Graduates will gain advanced knowledge in public health, higher order skills in analysis, critical evaluation or professional application, and the ability to solve complex problems, think and act independently. By completed of the program the graduates will be able to:

- Identify the health problems in the community;
- Formulate strategies to undertake action for prevention, control and eradication of the health problems of the community;
- Carry out the responsibilities as teachers, administrators and leaders in health care programs;
- Monitor and evaluate community health activities/programs; and
- Conduct research in the field of public health and coordinate with organizations.

(A) MPH Program Details and Academic Regulation

1. **Name of the Program:** Master of Public Health Program in short “**MPH Program**”.

2. **Title of the degree**
Master of Public Health (MPH)

3. **Philosophy of MPH Program**

It is expected that the MPH program will prepare the graduates to be specialized fields as well as increased expertise in the areas of practice, promoting community awareness about health issues, prevention of communicable diseases, research, management and leadership to meet the needs of the health care demand of the people and other issues that affect health and safety. The graduates will develop deeper understanding and insight knowledge with critical and analytical skills. This will allow them to judge rationally as responsible professionals to achieve the national health goals. The graduates will be motivated to develop themselves through lifelong learning. The Master of Public Health degree program is two-years long. The coursework includes weekly face-to-face tutorial session and online lecturing, research project, and comprehensive examination, all cumulate 60 credits.

4. **Aims and Objectives of the MPH program**

The aim of the MPH program is to produce competent skilled manpower in the field of public health, community allied health specialists, administrators, leaders and research's who will be able to attain the national health goals through their effective contribution in health profession. The overall aims and objectives of this program are to-

- update knowledge and skills of community diagnosis;
- increase ability to design strategies to enhance community health;
- developed skills to implement intervention programs and public health policy;
- enhanced knowledge to evaluate the impact of public health policies on community health;
- provide opportunity in research and publication; and
- create leadership skills in public health administration.

5. **Types of Courses and Credits of the Program**

There are 13 courses in the Master of Public Health program. These courses are grouped under three major headings: -

Sl.	Type	Number of Courses	Credits
1.	Foundation Courses	03	12
2.	Professional Courses	09	36
3.	Research Project (Project+ Defense+ Comprehensive Viva-voce)	01	12
Total		13	60

Sl.	Course Code	1 st Semester: Course Name	Credit
1.	MPH 1401	Introduction to Biostatistics	4
2.	MPH 1402	Principles of Epidemiology and Demography	4
3.	MPH 1403	Research Methodology	4
4.	MPH 1404	Public Health Nutrition	4

Sl.	Course Code	2 nd Semester: Course Name	Credit
5	MPH 2405	Hospital Administration and Management	4
6	MPH 2406	Health Promotion and Education	4
7	MPH 2407	Health Policy, Planning and Ethics	4
8	MPH 2408	Maternal and Child Health	4

Sl.	Course Code	3 rd Semester: Course Name	Credit
9	MPH 3409	Control of Communicable and Non-Communicable Diseases	4
10	MPH 3410	Environmental and Occupational Health	4
11	MPH 3411	Health Informatics and Health Economics	4
12	MPH 3412	Systematic Field Study	4

Sl.	Course Code	4 th Semester: Course Name	Credit
13	MPH 4813	Research Project	8
14	MPH 4414	Report Defense and Comprehensive Viva-Voce	4

6. Eligible criteria for Admission into the MPH Program

- ❖ The selection of learners for admission into the programme will be done on a competitive basis by assessing result of admission test. To be eligible for admission into the MPH Program, applicant's minimum requirements to take part in the admission test are as follows:
 - ❖ Applicant must have Graduates from any discipline;
 - ❖ Preference should be given to whom possess MBBS, BDS, MD, B.Sc.-in-Nursing degree and/or a three (03) to four (04) years Bachelor degree holder with a grade point average 2.5 or more on a scale of 4 and having experience in the health sector; Eligible foreign learners can also be apply through online.
 - ❖ Proficiency in English is essential for pursuing this program.

7. Admission Procedure

a) Enrollment of Learners into the Program

Application will be invited once in an academic year.

b) Collection of Admission Form

Admission Form and Learners Guide will be collected from the Regional Center (RC) or website after advertisement for admission into the program in national newspaper, TV and Webpage. Applicant may also apply through online.

c) Submission of Admission Form

Properly filled up prescribed application Form will be submitted with following documents to the local Regional Center.

- Attested copies of certificates and marks sheets of Bachelor/Masters or equivalent examinations.
- 3 copies of an attested passport size photograph.
- Photocopy of National Identity Card (if any).
- Bank receipt copy/Necessary fees as per BOU rules for application.

d) Selection Criteria

- (i) Learners will be selected to the MPH Program based on merit and number of applicants.
- (ii) If the number of applicants is more than the number of available seats; in that cases, learners will be selected according to merit of admission test. Applicants will appear in the 100 marks MCQ typed written test which

consisting of Health-related general knowledge, Fundamental of statistics and English. Viva-voce will be conducted if necessary. Duration of the admission test will be of **One and half (01:30) hour** and the mark distributions are given below-

Subjects	Marks
Health-related general knowledge	60
Fundamental of statistics	20
English	10
Viva-voce	10
Total	100

- (iii) 05% seats will be reserved for the candidates who have completed Bachelor of Science in Nursing (BSN) program from BOU. Other quotas shall be followed as per Govt rules.
- (iv) Admission Committee reserves all rights to make any changes.

8. Number of seats at each Study Center (SC)

Minimum 50 and maximum 60 learners for each study center.

9. Course and other Fees

Fees will be applicable as per rules of Bangladesh Open University.

N.B: The university authority have the right to change fees and such new fees (if any) will be applicable for all the learner

Tentative Fees Structure for the MPH Program

Descriptions	Semester			
	1st	2nd	3rd	4th
Application Form and Admission Guide	1000	0	0	0
Course Fee - 3500 Tk/Course; (4 Courses)	14000	14000	14000	0
Registration Fee	1000	1000	1000	1000
ID Card Fee	200	0	0	0
Examination Fee – 500 Tk/Course for 4 course	2000	2000	2000	0
Thesis/Research Fee	0	0	0	15000
Seminar Fee	0	0	0	6000
Library Fee	100	0	0	0
Semester Mark Sheet	100	100	100	0
Provisional Certificate	0	0	0	400
Main Certificate	0	0	0	500
Transcript	0	0	0	400
Final Mark Sheet	0	0	0	300
Academic Calendar Fee	100	100	100	100
Others	500	0	0	0
Total revenue per Semester	19000	17200	17200	23700

Learners registered in the courses in a particular semester are not required to pay any examination registration fee to appear at the current semester-end examination for those courses. In order to reappear at the semester-end examination for those courses in subsequent semesters, learners have to pay the re-examination / (Redo) registration fee.

10. Program Plan

A learner shall have to complete **60 credits** to receive the degree. Learner should submit a Dissertation report, present it as defense and should appear at the Comprehensive Viva-Voce at the end of 4th semester after successfully completed all 12 courses during three semester.

Duration of the program : 2 years.

Total Semester : 4 Semesters

Semester length : 6 months

Total Credits : **60**

Tenure of the Program : Maximum period of FIVE (05) academic years (i.e. consecutive 10 semesters) to complete the Program to obtain her/his Degree.

11. Medium of Instruction

Medium of instruction of the Master of Public Health (MPH) Program shall be English.

12. Learner's Identification Number

Each enrolled learner shall be given a specific 'Learner's Identification (ID) Number' at the time of his/her admission in to the program. The learner must write complete ID number for all purposes like assignments, examination, and communication with BOU and so on. The ID number shall have to be mentioned on the ID card of the learner and on the Registration Card.

Dummy ID

1	8	0	-	5	3	-	8	1	0	-	0	1	5
---	---	---	---	---	---	---	---	---	---	---	---	---	---

13. Cancellation of Registration

In the event of any misconduct or breach of any of the relevant Regulations of the BOU by any learner, the University may take necessary disciplinary action against the learner concerned as per the BOU Rules.

14. Instructional Materials and Tutorial Facilities

- a. On payment of requisite semester/course fees, Instructional materials/course guideline/module will be distributed to the learners at the time of registration of respective semester or at the time enrollment to the program.
- b. Master of Public Health (MPH) program has been designed for the professionals only. School of Science and Technology (SST) will not provide study materials of this professional program because health related any information has been update rigorously and new ideas replacing the old ones. For these reason, school will provide course wise study guide that will follow the weekly tutorial sessions based on the syllabus.
- c. During each semester, face-to-face tutorial sessions for every course shall be arranged on specific Friday and/or Saturday at the approved Study Centers (SC).
- d. Besides f-2-f tutorial sessions, weekly online tutorial sessions will offer for the learners as attending discussion forum, participated in the pre-post MCQ/Quizzes, submitting assignment, view or download educational resources and self-evaluate their academic performance at the BOU's e-Learning Platform.

15. Tutorial Services

Open learning refers to situations where learners use resources in a flexible way to achieve their goal. These resources may be printed materials, audio-video, computer-

based; used at home, at a study center or in the workplace; with or without the guidance of a tutor. The mode of delivering of education is different from that of the conventional universities. The teaching-learning process of Open University mainly focus on learner-oriented, and the learner has to be an active participant in the teaching-learning process. Most of the instruction of learning is imparted through a distance learning processes, whereas only a small and difficult component of learning activities has been covered by face-to-face tutoring. The University follows a multi-dimensional approach for instructions. For Master of Public Health (MPH) program, it comprises a suitable mix of –

- Self-instructional study guide with sufficient reference books.
- Face-to-face tutorial class-room supports at Study Center.
- Online learning management supports.
- Interactive virtual class supports.
- Course based scheduled Audio-Video programs.
- SD card containing interactive lectures of the courses.
- Using different Apps for educational resources.

16. Tutorials and Study Center

A tutorial is the weekly meeting where all the learners have with a subject specific teacher, at which they are expected to talk in depth about their ideas and opinions relating to that week's reading or problems. In BOU system, all tutorial sessions are arranged in defined institutions which has been selected by the BOU for *counseling* and it is called a study center (SC). In Open and Distance learning system, tutorial class is optional but essential. Because learner's come to the study center to solve their course-related problems and to get necessary information of the course. As MPH program is mostly human-life oriented and technology based, huge numbers of lively-hood items are included in the Syllabus, and so participation at the tutorial classes are essential for the learners. Coordinator of a study center is an experienced academic and will able to manage, organize all formalities to run the MPH program effectively.

17. Who is your Tutor?

According to the BOU concept, a teacher who delivers lectures and tutorial sessions is called a 'Tutor'. For each course, there is a tutor in a study center. Faculty of BOU and subject specialist from study center or any recognized institute will be the Tutors. S/he delivers lectures, gives course guideline and tutorial service related information's, evaluate assignments and conduct the examinations.

18. Why will you contact with the Tutor and School?

Learners are encouraging to contact with respective Regional Center and Study Center coordinator for any queries about tutorial services. To solve any problem regarding learning process; learners are free to contact with the Dean office of the School of Science and Technology (SST), BOU, Gazipur, Tel: 9291111.

19. Tutorial Sessions Time

The tutorial sessions are conducted as per academic calendar of the program. Learners are advised to follow the academic calendar and class schedule regularly. Before attending the sessional class for each course, they should go through their course material/guideline as per the session scheduled and make a plan of the points to be discussed. Unless they have gone through the topics, there may not be much to discuss and may not be fruitful.

(B) Blended Learning Process for Master of Public Health Program

- i) With the advancement of ICT facilities, mode of operand of Open and Distance learning is shifting from face-to-face tutorials to online learning. Online learning is two types -
 - a) *e-Learning*: completely online based learning, and
 - b) *blended learning*: combination of both online and face to face learning.
- ii) Bangladesh Open University (BOU) has established ICT based infrastructure and established a well setup e-Learning Center at main campus and other two Regional Centers. E-Learning center has modern facilities of ICT and it has resources for developing, offering and maintaining online courses through Learning Management System (LMS).
- iii) BOU has developed a standard rules and regulations of e-Learning to offer quality online education.
- iv) It also developed various online educational resources like OER, e-Book, Apps, Facebook, youtube, twitter etc. as supplementary learning support.
- v) Considering these, School of Science and Technology of BOU has taken an initiative to offer blended mode Master of Public Health (MPH) program. Courses of the program are designed as an interactive method of teaching-learning process. The e-Learning content development team comprises of -
 - a) Subject Matter Expert (SME),
 - b) Instructional Designer (ID),
 - c) Content Developer (CD) and
 - d) System Engineers at BOU.
- vi) This blended learning process based MPH program will follow the same procedure for enrollment, examination, result publication, etc. as existing for formal Open and Distance learning procedure.
- vii) Learners will be engaged in 15 to 17 weekly online lectures, participated at the online discussion forum.
- viii) Learners will be evaluated according to their academic performance by attending online MCQ's, Quizzes and through online submission of assignment.
- ix) Learners will have access to open educational resources (OER) and OER repository through BOU's Learning Management System (LMS).
- x) For online teaching-learning, **40% of total marks will be allocated in this blended learning process**. Marks will be distributed as follows:
 - a) Participation in discussion forum - 10%, (Online)
 - b) Evaluation through MCQ's and Quizzes – 10%, (Online)
 - c) Online assignments – 20%, (Online) and
 - d) Semester Final Examination – 60% (Face to Face)

(C) Examination Regulation

20. Conduct of Examinations

All arrangements to conduct examinations shall be made by the Controller of Examinations according to the regulation. In discharging the responsibilities, however, the controller shall act under the general control of the Vice-chancellor. Examination shall be held as per schedule notified by the controller of examinations at the examination centers.

21. Performance Evaluation System

Methods of assessment will be both formative and summative for all courses. Major emphasis will be given in the acquisition of personal development in the areas of health research and professional courses.

a) Formative Assessment / Continuous Assessment

Formative assessment will be done throughout the program that includes combination of class participation, participation in discussion forum, class tests or quizzes and/or in-course assignment. In-course assignment contain written/online assignment, preparation of posters, booklets, case study, debate, oral presentation, report writing and so on.

- (i) After completing 40%, 60% and 90% syllabus of a specific course, the respective course teacher/tutor/facilitator shall conduct the 1st, 2nd and the 3rd in-course/mid-semester/class-test/class-performance test, respectively. In case of Online or Blended mode of delivery, learners must participate at the online discussion forum, answer all the quizzes and upload/submit their assignments to the Online Platform. Best two assignments marks will be counted for final evaluation.
- (ii) All class tests, assignments, presentations, class performance will be evaluated by the course tutor/facilitator or faculty of BOU. At the end of the syllabus of each course, s/he shall calculate total number of the formative assessments, class/online participation marks as well as prepare a marks sheet. S/he shall submit the same to the Head Examiner of the respective examination committee as well as to the Controller of the Examination of BOU before the semester final examination.

b) Summative Assessment / Semester End Evaluation

Summative assessment will be done through written examination on each course at the end of the respective semester.

Semester Final Examination will be conducted by Bangladesh Open University. There shall be three (03) hours examination and a total of 60 marks are allocated for all courses. Pattern of question paper are as follows:

Time: 3 Hours Marks: 60

Questions to be answered: 6 out of 10 (6 X 10 marks = 60 marks)

The questions types shall be short, problem solving and analytical (depending on the nature of course).

22. Marks distribution of Theoretical Courses; Total Marks 1200

- (i) Total one hundred (100) marks are allocated for each course.
- (ii) There are 12 taught courses of this program; so the total marks for theoretical course is 1200 marks.
- (iii) Forty percent (40%) marks of each course shall be allocated for continuous assessment and sixty percent (60%) for semester final examination.
- (iv) The number of assignment/case-study of a course shall be at least three (03). Best two (10x2=20 marks) shall be counted as final assignment/case-study test marks. At least two quizzes/class test shall be conducted. Best one (10x1=10 marks) shall be counted as final quizzes/class test marks.

- (v) Marks obtained from formative and summative assessment will be added together for counting pass mark of 60%.
- (vi) Distribution of marks for each course will be as follows:

SI	Pattern of Marks Distribution		Marks	Total	Pass Marks
1	Formative Assessment and/or Online Assessment	Attendance / Online Discussion Forum	10	40	60%
		Class test (Quiz, MCQ)	10		
		Assignment (2x10 =20, out of 3)	20		
2	Semester Final Examination	To be answered 6 questions out of 10	60	60	60%

Basis for awarding marks for Tutorial Class and or Online Participation:

Tutorial Class or Online Participation	Marks (10)	
	Attendance (5)	Discussion Forum (5)
90% and above	5	5
80% to less than 90%	4	4
70% to less than 80%	3	3
60% to less than 70%	2	2
50% to less than 60%	1	1
Less than 50%	0	0

23. Marks distribution of Research Dissertation including Comprehensive Viva-voce; Total Marks 300

Learners will be assigned a research work under the supervision of Expert. Learners have to complete the research project within the period of 4th semester. Marks distribution of research dissertation will be follows.

SI. No	Steps of Research Activities	Marks	Total	Pass Marks
1. (a)	Title of the project and problem identification	20	100	60
	(b) Over all goals and specific objectives	15		
	(c) Literature Review	15		
	(d) Methodology	25		
	(e) Result and discussion	25		
2. (a)	Research Report Presentation and Defense	100	100	60
(b)	Comprehensive Viva-Voce Evaluation Board	100	100	60
	Total Marks	300		180

24. Research Project Declaration and Requirement

- ❖ The learner shall certify that the project work completed by her/him has not submitted elsewhere or to get any other degree or diploma, and
- ❖ Every learner submitting a project report for the partial fulfilment of the requirement of a degree and they have to give an oral presentation and sit for defense of his or her project work.

25. Research Project Evaluation

Project report will be evaluated by the evaluation committee. A total of 100 (hundred) marks are allocated for each of the project report; which will be evaluated by respected

project supervisor (30 marks) and external project evaluator (70 marks). Moreover, 100 (hundred) marks are allocated for project presentation and defence along with another 100 (hundred) marks is allocated for overall comprehensive viva-voce.

Research project evaluation team consist of:

- ❖ Supervisor,
 - ❖ External Project Evaluator,
 - ❖ Comprehensive Viva-Voce Examination Board.
- i) Respective supervisor will guide, supervise the research work and evaluate the project after receiving appointment letter from the authority. Supervisor must submit the learner's continuous performance of the project report Fifteen (15) days before the Final Presentation and Comprehensive Viva-voce. 30% marks are allocated for supervisor to evaluate the project work.
 - ii) External Evaluator will evaluate the research project (One member can evaluate maximum five (05) to seven (07) project work/reports and must submit the marks and report to the Chairman of the Comprehensive Viva-voce board before the examination commence. 70% marks are allocated for external evaluator to evaluate the project work.
 - iii) Supervisors of the respective learner have to stay as observer at the Comprehensive Viva-Voce Examination Board.

Marks distribution of the respective team are as follows -

Sl.	Category	Marks	Total	Pass Marks
1. (a)	Project Supervisor	30	100	60
(b)	External Project Evaluator	70		
2. (a)	Research Report Presentation and Defense	100	100	60
(b)	Comprehensive Viva-Voce Evaluation Board	100	100	60
	Total Marks	300		180

26. Tenure of Registration

The registration of a learner in the Master of Public Health (MPH) Program shall remain valid for a period of 5 years (i.e., for consecutive 10 semesters) since her/his admission into the program, unless the learner falls under any of the following categories:

- ❖ cancellation or suspension of registration, or
- ❖ discontinuation, or
- ❖ expulsion for adopting unfair means.

27. 'DE-NOVO' Registration

If any learner fails to complete the program within registration period of five years, he/she may get the chance of **de-novo registration**. But the learners failed to complete at least Seven (07) courses or 60% of the total courses during the period of first five years may not be allowed to apply for the de-novo registration. Interested learners shall have to apply to the School in prescribed form for de-novo registration. Under de-novo registration, learners with expired initial registration will be allowed for further two years as new admission to finished his/her remaining course successfully. In that cases, such learners will be allowed exemption from the courses they had successfully completed earlier.

28. Selection of Examination Center

As per decision of the Examination Committee with the consultation of BOU Authority.

29. Withholding of Results of a Learner

The results of learner who is appearing or has appeared at the Master of Public Health (MPH) examination conducted by the Bangladesh Open University may be withheld for any of the following reasons:

- (a) That the learner in question has liability to the University;
- (b) That disciplinary proceeding is pending against him/her;
- (c) For any other reason for which the Board of Governors may deem it necessary to withhold the results.

30. Activities which would Constitute Unfair Means

- (a) The following activities would constitute unfair means: -
 - (i) Copying from another learner's assignment/script/paper;
 - (ii) Copying from writings on the desk, or palm of a hand, or from other incriminating documents;
 - (iii) Possession of any incriminating document whether used or not; and
 - (iv) Unruly behavior or misbehaviour with the invigilator.
- (b) Adoption of unfair means shall result in the punishment of a learner as per the Disciplinary Rules of the BOU.

31. Re-evaluation of Answer-script(s)

Re-evaluation of any script shall not be considered.

32. Preparation of Result

The result of the Master of Public Health (MPH) examination will be processed and prepared by the Examination Committee.

33. Grading System

The total performance of a learner in a given course is based on a scheme of continuous assessment consisting of quizzes, class evaluation, class participation, homework assignment, participating in the discussion forum and final summative Assessment as semester final examination.

Each course has a certain number of credits, which describes its corresponding weight. A learner's performance is measured by the number of credits completed satisfactorily and by the weighted average of the grade points earned. A minimum grade point average (GPA) is essential for satisfactory progress. A minimum number of earned credits also should be acquired in order to qualify for the degree. Letter grades and corresponding grade points are given as follows:

Result will be given in accordance with GPA system (if applicable). An equivalency for grade point is shown in the following table:

Numerical Grade	Letter Grade	Grade Point
80% or above	A+	4.0
75% to less than 80%	A	3.75
70% to less than 75%	A-	3.5
65% to less than 70%	B+	3.25
60% to less than 65%	B	3.0
Less than 60%	F (Fail)	0.0

34. Calculation of Cumulative Grade Point Average (CGPA)

34.1 Semester grade point average (SGPA)

The performance of a learner in a semester is indicated by a number called 'Semester Grade Point Average' (SGPA). The SGPA is the weighted average of the grade points obtained in all the courses by the learner during the semester. For example, if a learner takes four courses in a semester with credits C_1 , C_2 , C_3 and C_4 and the learner's grade points in these courses are G_1 , G_2 , G_3 , and G_4 , respectively, and then learners' SGPA will be equal to:

$$\text{SGPA} = \frac{C_1G_1 + C_2G_2 + C_3G_3 + C_4G_4}{C_1 + C_2 + C_3 + C_4}$$

The SGPA is calculated to two decimal points.

34.2 Cumulative Grade Point Average (CGPA)

The learner's final grade will be calculated on cumulative grade point average (CGPA) using the following formula.

$$\text{CGPA} = \frac{C_1S_1 + C_2S_2 + C_3S_3 + C_4S_4}{C_1 + C_2 + C_3 + C_4}$$

Where C_1 , C_2 , C_3 , and C_4 is the total number of credits for semester First, Second, Third, and Fourth; and S_1 , S_2 , S_3 , and S_4 is the SGPA of semester First, Second, Third, and Fourth.

35. Repeat

- (a) Learner earning an 'F' grade in any course can be appeared for re-examination when offered in the subsequent semester(s) by paying necessary re-examination fee(s).
- (b) In that cases learner shall not require submitting of assignments/quiz/class test, as they had submitted once.

36. Requirement for obtaining degree of Master of Public Health

Marks obtained in formative assessment and summative assessment for both theoretical and oral examination will be evaluated separately, and the passed marks will be 60% for each component separately that will be added together for considering the pass mark. To obtain the MPH degree learner should –

- Successful complete all 13 courses as well as completion of 60 credits.
- Obtain a minimum 60% marks in each course.
- Obtain a minimum grade 'B' in each course,
- Secure a minimum 'Cumulative Grade Point Average (CGPA)' 3.0.
- Complete the program within 5 (Five) academic year since her/his 1st admission into the MPH program.

37. Transcript and certificate

Learner shall get marksheet for each semester. Learners shall get transcript and provisional certificate after graduation. The original certificate shall be issued thereafter.

38. Remuneration

All remunerations related to Master of Public Health (MPH) program examinations shall be given as per BOU rules.

39. Removal of Difficulties and Saving

Academic matter, if any, regarding the Master of Public Health Program is not covered by this regulation shall be dealt with the Vice-Chancellor provided that before taking any action the Vice-Chancellor shall ascertain and consider the opinion of the School Committee.

40. General Informations Regarding MPH Program

- i) BOU will open or select study center at any suitable location of the country. These study center would be recongnized institutions having logistic and infrastructural facilities from where Master of Public Health program can be offer.
- ii) One faculty of SST, BOU will be a coordinator of the MPH program whom will responsible and arrange all the academic formalities to run the program successfully.
- iii) Faculty of SST will act as a councilor and can take special tutorial session according to the academic calendar.
- iv) There is no defined course in 4th Semester. After successful completion of all the 12 courses upto the 3rd semester, learners must chose/select a research topic upon consult with the supervisor, conduct the said research, write a report, present it and sit for pre-submission viva-voce.
- v) To conduct the research activities effectively and successfully, one supervisor or tutor will be appointed for every five (05) to seven (07) learners.
- vi) At the end of 4th Semester, learners research activities will be finally evaluated by presenting their dissertation and sit for comprehensive viva-voce.

41. Addition, Alteration, Change or Modification in the Regulations

The School Committee shall have the power to propose any addition, alteration, change, and modification in the Regulations for the approval of the Academic Council.

Detailed Curriculum and Syllabus for MPH Program Courses and Credit distribution

Each course of a semester consists of 10-15 face-to-face tutorial sessions. One credit hour is equivalent to 15 hours of teaching and study hours comprising of all the learning activities. Twenty (20) contact hours for each course and 40 hours learning activities will be covered as self-activities like online Discussion forum, Quiz, Assignment and Assessment, Problem Solving activities, visual broadcast, delivery of web-based learning assignment, print media, etc. Those are equivalent to 4 credits in a semester of a course.

1 st Semester: 16 Credits				Credit hours distribution		
Sl.	Course Code	Course Name	Credit	Contact Hours	Self Activities*	Total
1.	MPH 1401	Introduction to Biostatistics	4	2hr x 10 tutorials = 20 hrs	4hrs*10 = 40 hrs	60 hrs
2.	MPH 1402	Principles of Epidemiology and Demography	4	2hr x 10 tutorials = 20 hrs	4hrs*10 = 40 hrs	60 hrs
3.	MPH 1403	Research Methodology	4	2hr x 10 tutorials = 20 hrs	4hrs*10 = 40 hrs	60 hrs
4.	MPH 1404	Public Health Nutrition	4	2hr x 10 tutorials = 20 hrs	4hrs*10 = 40 hrs	60 hrs
	Total	4 Courses	16	80 hrs	160 Hrs	240 hrs

2 nd Semester: 16 Credits				Credit hours distribution		
Sl.	Course Code	Course Name	Credit	Theory	Self Activities*	Total
5	MPH2405	Hospital Administration and Management	4	2hr x 10 tutorials = 20 hrs	4hrs*10 = 40 hrs	60 hrs
6	MPH 2406	Health Promotion and Education	4	2hr x 10 tutorials = 20 hrs	4hrs*10 = 40 hrs	60 hrs
7	MPH 2407	Health Policy, Planning, and Ethics	4	2hr x 10 tutorials = 20 hrs	4hrs*10 = 40 hrs	60 hrs
8	MPH 2408	Maternal and Child Health	4	2hr x 10 tutorials = 20 hrs	4hrs*10 = 40 hrs	60 hrs
	Total	4 Courses	16	80 hrs	160 Hrs	240 hrs

3 rd Semester: 16 Credits				Credit hours distribution		
Sl.	Course Code	Course Name	Credit	Theory	Self Activities*	Total
9	MPH 3409	Control of Communicable and Non-Communicable Diseases	4	2hr x 10 tutorials = 20 hrs	4hrs*10 = 40 hrs	60 hrs
10	MPH 3410	Environmental and Occupational Health	4	2hr x 10 tutorials = 20 hrs	4hrs*10 = 40 hrs	60 hrs
11	MPH 3411	Health Informatics and Health Economics	4	2hr x 10 tutorials = 20 hrs	4hrs*10 = 40 hrs	60 hrs
12	MPH 3412	Systematic Field Study	4	2hr x 10 Practical tutorials = 20 hrs	4hrs*10 = 40 hrs	60 hrs
	Total	4 Courses	16	80 hrs	160 Hrs	240 hrs

*Self Activities: Discussion Forum, Quiz, Assignment, Problem Solving activities

4 th Semester: 12 Credits			Credit hours and Marks distribution					
Sl	Course Code	Course Name	Credit	Study Hours	Dissertation	Defense	Comprehensive Viva-Voce	Total Marks
13	MPH 4813	Research Project	8	120	100	-	-	100
14	MPH 4414	ProjectDefense, Comprehensive Viva-voce	4	60	-	100	100	200
		Total	12	180	100	100	100	300

Norms for Credits, Counselling and Contact Sessions

- 1 Credit = 15 hours of study of course materials
- 1 Tutorial = 2 hours Theory
- 1 Self-activities session = 4 Hours Learning Activities

Ex- 1 Introduction to Biostatistics

- Course Credits - 4 (15x 4) = 60 hours
- Tutorial Sessions - = 10
- Tutorial hours 10 x2hr = 20 hours
- Self-Study (60-20) = 40 hours

Self-Activity Hour's Include -

- Review, recapitulation, Problem Solving activities, Practice exercises
- Tutor marked assignments
- Home-based activities, Online Discussion Forum, Quiz, Assignment,
- Practice of allied health process in selected cases in hospital and community setting
- Writing reports, maintaining records
- Project work.

Mode of Delivery of Teaching-Learning Activities

- a) Face-to-face weekly tutorial sessions
- b) Learning Management System (LMS) based weekly online teaching-learning support
- c) Brain Storming
- d) Discussion Forum
- e) Exercise/Assignment
- f) Etc.

Details Syllabus of MPH Program

Course Code	Course Title	Credit
MPH 1401	Introduction of Biostatistics	04
Goal	<p>The Course titled "Introduction to Biostatistics" is designed and developed for the MPH learners of the School of Science and Technology, Bangladesh Open University. It is designed for the off-line/online learner. This course has been divided into 16 weeks (W) of tutorial sessions-based teaching-learning processes. Weekly tutorial sessions have been presented in a very lucid manner so that the learners can be understood and assimilated by a distance learner of the MPH program within the stipulated period of a semester.</p> <p>The lessons are as like the lecture notes of a classroom teaching, each of the tutorials starts with "lesson objectives" and ends with "review questions". The review questions include essay type and application with discussion questions.</p>	
Outline	<p>Instructional objectives of this course are as follows:</p> <ul style="list-style-type: none"> • Learners can acquire the basic Knowledge of statistics. • Learners can also acquire the effective application of statistics. • Learners can use the knowledge in the real-life situation. 	
Textbook and References	<ol style="list-style-type: none"> 1. Basic Statistics for Health Sciences, JW Kuzma, McGraw-Hill 2. Epidemiological Studies, Alan J. Silman, Cambridge Uni. Press. 3. Statistical Package for Social Sciences, 2d ed. New York: McGraw-Hill 4. Mainland, D. Elementary Medical Statistics. 2nded. Philadelphia: Saunders. 	
Class Type	Asynchronous offline/online class, Discussion Forum, Quiz, Assignment, Assessment and Problem Solving	
Class Operation Strategy	<p>After enrollment at the program, learners must read and follow the course instructions and announcements carefully.</p> <ul style="list-style-type: none"> ○ Learners must exchange their views and opinions with fellow learners and instructors/teachers using free boards and discussion forum. ○ Learners must preview and review course material thoroughly. ○ Learners try to fully understand the contents through questions and answers. 	
Communication and Advising	<p>In this course, all the weekly lessons proceed through Learners-Professor, Learners-Learners and Learners-Contents interaction.</p> <ul style="list-style-type: none"> ○ Learners-Professor interaction are carried out through alerts of teaching-learning activities, topic discussion, question and answer, quizzes, free post comment on feedback, learning material shearing, e-mail, telephone. ○ Learners-Learners interaction are carried out through topic discussion, learning material shearing, e-mail, and telephone. ○ Learners-Content interaction are carried out through content study and quizzes. 	

SI	Pattern of Marks Distribution		Marks	Total	Pass Marks
1	Formative Assessment and/or Online Assessment	Attendance/ Online Discussion Forum	10	40	60%
		Class test (Quiz, MCQ)	10		
		Assignment (2x10 =20, out of 3)	20		
2	Semester Final Examination	To be answered 6 questions out of 10	60	60	60%
Total			100	100	60%

Marks obtained from formative and summative assessment will be added together for counting pass mark of 60%.

Course Plan and Outline of Introduction to Biostatistics

W	Theme	Content	Note
01	Introduction to Statistics	<ul style="list-style-type: none"> ▪ What is statistics and why is it useful? How statistics are used especially in public health? Basic concept of statistics, use, concept of descriptive and inferential statistics. 	
02	Population and Sample	<ul style="list-style-type: none"> ▪ Selecting appropriate Samples. ▪ Why Sampling? Why sample are selected? ▪ Effectiveness of Sampling. 	
03	Organizing and Displaying Data	<ul style="list-style-type: none"> ▪ What is data and how data are measured and collected? ▪ Definition and classification of variables. ▪ primary and secondary data, sources. ▪ Qualitative and Quantitative Data ▪ The Frequency table, Graph, Histogram, Bar and Pie chart. 	
04	Summarizing Data	<ul style="list-style-type: none"> ▪ Measure of Central Tendency, Measure of Variation. ▪ Coefficient of Variation, Standard Deviation. 	Assignment #01
05	Concept of Probability	<ul style="list-style-type: none"> ▪ Definition, concept and basic rules of probability. ▪ Definition and common probability distributions. ▪ Characteristics and rules of normal distribution. 	
06	Sampling Distributions	<ul style="list-style-type: none"> ▪ Concept of sampling distribution, standard error. ▪ Explanation of the Central Limit Theorem (CLT) and its use in when working with sampling distributions. 	
07	Statistical Inference	<ul style="list-style-type: none"> ▪ What is inference and how do we do it? Discussion of the principles of confidence intervals and hypothesis tests. Interpreting a confidence interval and p-value. 	
08	Inference for One Mean	<ul style="list-style-type: none"> ▪ Details of the Z- and t-based confidence interval and hypothesis test for a single mean. 	Assignment #02
09	Inference for One Proportion	<ul style="list-style-type: none"> ▪ Details of the large-sample Z-based confidence interval and hypothesis test for a single proportion. 	

W	Theme	Content	Note
10	Comparing Two Means	<ul style="list-style-type: none"> ▪ Details of the Z- and t-based confidence interval and hypothesis test for the difference in two means. 	
11	Comparing Two Proportions	<ul style="list-style-type: none"> ▪ Details of the large-sample Z-based confidence interval and hypothesis for the difference in two proportions. 	
12	Analysing two qualitative variables	<ul style="list-style-type: none"> ▪ χ^2 test- concept, uses of SPSS and interpretation of the result. 	
13	Correlation and Causation	<ul style="list-style-type: none"> ▪ Definitions and distinctions between these two concepts and uses of SPSS. 	Assignment #03
14	Introduction to Regression	<ul style="list-style-type: none"> ▪ Definition of linear regression, discussion of least squares, brief mention of more general regression techniques. 	
15	Introduction to ANOVA	<ul style="list-style-type: none"> ▪ Definition of ANOVA for comparing three or more means. 	
16	Putting it all Together	<ul style="list-style-type: none"> ▪ Overview of the major topics in statistics and their real-world applications, analysing statistical data and interpretation. 	Final Exam

Course Code	Course Title	Credit
MPH 1402	Principles of Epidemiology and Demography	04
Goal	The Course titled “ Principles of Epidemiology and Demography ” is designed and developed for the MPH learners of the SST, BOU as off-line/online learners. This course has been divided into 16 weeks (W) of tutorial sessions-based teaching-learning processes. The goal of this course is to produce post-graduates who shall be able to apply the epidemiological principles and methods to identify, measure, prioritize the health-related states and events in their situations, they shall also be able to detect the changes and will be able to bring changes in the control program as appropriate to the changes in trends.	
Outline	Instructional objectives of this course (Principles of Epidemiology) are as follows: <ul style="list-style-type: none"> • Understand the scope and principles of epidemiology; • Identify and prioritize factors that are causally related to health states and events; • Plan, organize, supervise, analyze and evaluate investigative findings and their applicability; • Understand actions for preventing and controlling health related problems Instructional objectives of this course (Demography) are as follows: <ul style="list-style-type: none"> • Understand and define terms used in demography that are relevant to public health; • Describe demographic profile of Bangladesh; 	

	<ul style="list-style-type: none"> • Demonstrate skills of calculating selected demographic parameters; • Estimate future population and population needs in their area of works; and • Demonstrate knowledge and skills of demography in formulating health programs.
Textbook and References	<ol style="list-style-type: none"> 1. Basic Epidemiology by R Beaglehole R Bonita T Kjelijstrom 2. Epidemiology by Leon Gordis 3. A Dictionary of Epidemiology by John M Last 4. The Methods and Materials of Demography by Jacob S. Siegel (Editor) 5. Essential Demographic Methods by Kenneth W. Wachter 6. Demography: Measuring and Modeling Population Processes by Samuel H. Preston

Course Outline of Principles of Epidemiology and Demography

W	Theme/Unit	Content/Lesson	Learning Outcomes
01	Concept of Epidemiology	History and evolution of Epidemiology. Definition aims/objectives, components, scope and uses of epidemiology. Differences between epidemiology and clinical medicine.	After studying this weekly lesson, the learners will be able to – Illustrate major historical contributions and development of epidemiology. Explain components, aims and uses of epidemiology.
02	Important terms in Epidemiology	Epidemic, endemic, pandemic, sporadic, zoonosis, epizootic, enzootic, case, carrier, prevention, control, intervention, quarantine, Infection, infestation, contamination and pollution.	Nosocomial infection, Opportunistic infection, Elimination, Eradication, Case, carrier, prevention, control, intervention, quarantine, Incubation period, Generation time and latent period.
03	Medical Ecology	Ecological concept of disease Epidemiological triad- Agent, host and environmental Factors and their interrelationship	Define ecology and epidemiological triad; explain the inter-relationship between agent, host and environment. Their role in the occurrence of disease.
04	Basic Epidemiological Tools	Definition, elements, examples, types and importance of rate, ratio and proportion Calculation of rate, ratio and proportion	<ul style="list-style-type: none"> • Define and calculate rate, ratio and proportion. • Differentiate between rate, ratio and proportion.

W	Theme/Unit	Content/Lesson	Learning Outcomes
05	Measures of Disease frequency (Morbidity rate/ Mortality rate)	Importance of morbidity rate/ratio Incidence rate: definition, types, characteristics, uses and calculation of incidence rate. Prevalence rate: definition, types, characteristics, uses and calculation of prevalence rate.	<ul style="list-style-type: none"> • State the importance of morbidity measurements. • Define, calculate and interpret incidence rate, point and period prevalence rate. • Distinguish between incidence density and cumulative incidence.
06	Epidemiological methods/studies	Objectives, classification and differences between different epidemiological studies: Descriptive study, Cross sectional Study. Analytical study, Case control, Cohort studies, Experimental study, Randomized controlled trial, Quasi-experimental study.	<ul style="list-style-type: none"> • Define and state objectives of epidemiological studies. • Describe features, design and explain uses of descriptive study and cross-sectional study and advantages and disadvantages of different studies.
07	Causation in Epidemiology and Risk estimation	Concept of cause: definition, importance, types with examples Factors in causation, causal inference, Hill's criteria/guide lines for causation. Definition of risk, risk factors, population at risk, Relative risk, Odds ratio, Attributable risk and Population.	<ul style="list-style-type: none"> • Define cause and understand the importance of causes. • Explain different factors in causation, causal inference. • Define and interpret relative risk, attributable risk, population attributable risk and odds ratio.
08	Surveillance and Screening	Definition, objectives, functional elements and support activities of surveillance. Existing surveillancesystems in Bangladesh. Definition, types, objectives for diseases to be screened. Quality of screening tools. Reliability and validity.	<ul style="list-style-type: none"> • Describe different aspects of surveillance and perform surveillance of diseases of epidemic importance; • Describe different aspects of screening of diseases and perform screening of diseases.
09	Errors in epidemiology: Random error and Systematic error (Bias)	Definition and description of random error. Definition of bias, its types and how bias occur. Definition and examples of selection bias, information bias and confounding bias - Control of confounding bias.	<ul style="list-style-type: none"> • Define and differentiate random and systematic errors; • Define and classify bias and understand how bias occur; • Explain confounding bias with examples.

W	Theme/Unit	Content/Lesson	Learning Outcomes
10	Validity and Reliability	Definition and types of validity and Reliability. Components of validity and Reliability. (Sensitivity and specificity).	<ul style="list-style-type: none"> • Describe different types of validity and reliability and their importance. • Explain sensitivity and specificity.
11	Introduction to Demography	Definition, importance and historical background of demography. Population size and population change. Basic demographic indicators. Sources of demographic data.	<ul style="list-style-type: none"> • Define demography and explain importance of historical background. • Explain Population size and change. • Understand basic demographic indicators and sources of data.
12	World population growth	History of population growth. History of Bangladesh population growth Transition theory and other theories of population.	<ul style="list-style-type: none"> • Explain history of population growth of global scenario and Bangladesh. • Understand Demography Transition theory.
13	Methods and materials used in demography	Demographic rates (CBR, CDR, Mid-Year Population, IMR, MMR). Standardization: Definition, types, calculation by direct methods; Census,	<ul style="list-style-type: none"> • Define, classify and calculate demographic rates and standardization. • Describe Census, survey and vital statistics. • Survey, vital statistics
14	Fertility and Mortality: concepts and measures	Definition and importance of Fertility and Mortality. Measurements of fertility and mortality (CBR, Age specific fertility rate, GFR, TFR and IMR, MMR, Under-5 mortality rate).	<ul style="list-style-type: none"> • Define and calculate different measurements of fertility. Understand theories of fertility. • Define and understand mortality • Understand Gompers law of mortality.
15	Migration and Population Projection	Definition and types of migration: Internal and international migration; importance. Consequences of migration. Theories related to migration. Measurements of migration (Net migration, Gross migration, Migration rate) Effects of rural to urban/urban to rural migration; Population Projection.	<ul style="list-style-type: none"> • Define different types of migration explain importance of migration. • Mention consequences of migration. • Understand theories related to migration (Push and Pull Theory). • Describe Effects of rural to urban/urban to rural migration. • Define, classify and calculate of Population Projection.

W	Theme/Unit	Content/Lesson	Learning Outcomes
16	Population policies	Definition and types of population policy. Bangladesh Population Policy. Relationship of research and population policy; Role of research in demography. Population as a resource; and Demographic Cycle.	<ul style="list-style-type: none"> Define and classify Population policy. Describe Bangladesh Population Policy; Describe role of research in demography. Describe Demographic Cycle.

Course Code	Course Title	Credit
MPH 1403	Research Methodology	04
Goal	The course covers 16 hours of lectures, as well as practical exercises. This course covers concepts in the issues of scientific methods in Health Sciences and biostatistics, data analysis and interpretation in research. Critical review of journal articles, preparation of research proposals and writing of scientific papers are emphasized and interpretation of statistical tests reported in medical and health sciences journals. Students will analyze numerical data and develop skills in statistical analysis.	
Objectives	<ul style="list-style-type: none"> Formulate a research question; Identify research designs, state purpose and limitations of each study. Compare major study designs, e.g. case controlled, cross-sectional; Analyze data using appropriate sampling and biostatistician techniques; Make a principled decision when faced with an ethical choice; Read and critique literature in any domain; Write journal articles, research proposals and grant applications according to general and specific format guidelines; Report research in an ethically responsible manner. 	
Learning Outcomes	On the completion of this module, students should be able to: <ul style="list-style-type: none"> Acquire skills in the use of scientific method Acquire the skills to interpret statistical tests reported in medical journals; Acquire skills to write a research proposal Acquire skills to write a scientific paper and Ability to carry out a research using appropriate research methods and statistical tests 	
Learning Outline	This course has been divided into 16 weeks (W) of tutorial sessions-based teaching-learning processes. Weekly tutorial sessions have been presented in a very lucid manner so that the learners can be understood and assimilated by distance learner of the MPH program within the stipulated period of a semester.	
Textbook	1. Basic Epidemiology by R Beaglehole R Bonita T Kjellstrom	

and References	<ol style="list-style-type: none"> 2. A Step-by-Step Guide for Beginners by Ranjit Kumar Publisher: Sage Publication, second edition 3. Epidemiology by Leon Gordis. 4. A Dictionary of Epidemiology by John M Last
---------------------------	--

Course Outline of Research Methodology

Week	Theme	Content
01	Introduction to research	<ul style="list-style-type: none"> ▪ Introduction to research; Scope and areas of research; ▪ Types of research: Basic and applied research; ▪ Qualitative and quantitative research; and ▪ Steps in a research.
02	Research topic selection	<ul style="list-style-type: none"> ▪ Identification, analysis and statement of research problem; ▪ Prioritizing research problem.
03	Formulation of hypothesis and research objectives and variables	<ul style="list-style-type: none"> ▪ Formulation of research question and hypothesis; ▪ Formulation of objectives; Definition of variable; Types of variables and ▪ Scales of measurement; Operational definition.
04	Literature review and referencing	<ul style="list-style-type: none"> ▪ Introduction; Systematic reviews; Narrative and systematic reviews; ▪ Cochrane review; System of referencing.
05	Study design	<ul style="list-style-type: none"> ▪ Overview of research designs; General terms to describe studies. ▪ Designing a study; Strengths and weaknesses of a study.
06	Cross sectional studies	<ul style="list-style-type: none"> ▪ Introduction; Characteristics, ▪ Merits and demerits.
07	Case control studies	<ul style="list-style-type: none"> ▪ Introduction; Characteristics; Matching, ▪ Merits and demerits.
08	Cohort studies	<ul style="list-style-type: none"> ▪ Introduction; Characteristics, ▪ Merits and demerits.
09	Experimental and Quasi-experimental studies	<ul style="list-style-type: none"> ▪ Randomized controlled trial; Quasi-experimental studies ▪ Randomization; Blinding
10	Data collection and field works	<ul style="list-style-type: none"> ▪ Introduction of Data collection methods <ol style="list-style-type: none"> a) Observation; Using available information; Interview, Face-to-face and telephone interview; In depth interview; Focus group discussion b) Rapid appraisal technique ▪ Merits and demerits of different data collection methods
11	Data collection tools	<ul style="list-style-type: none"> ▪ Introduction and Types: Check list; Interviewer administered questionnaire; Self-administered questionnaire; Mail questionnaire; Guidelines for interview; Recorder. ▪ Open ended versus close ended questionnaire; Overcoming instrument problems; Pre-testing.

Week	Theme	Content
12	Data analysis	<ul style="list-style-type: none"> ▪ Steps in data analysis; Data analysis plan; ▪ Use of SPSS and interpretation of result.
13	Sample size estimation and Sampling	<ul style="list-style-type: none"> ▪ Calculation and determination of sample size; Representativeness of a sample; Types of sampling; Sampling frame; ▪ Probability and non-probability sampling.
14	Writing a research protocol	<ul style="list-style-type: none"> ▪ Objectives; Research questions; Background; Rationale; Methods; Statistical data analysis plan; ▪ Project management; ▪ Ethical issues / consent forms.
15	Validity and reliability Ethical issues in health research	<ul style="list-style-type: none"> ▪ Issues of validity and Reliability, ▪ Ethical principles, ▪ Informed consent.
16	Report writing	<ul style="list-style-type: none"> ▪ Introduction and literature review; Methodology; Results and Discussion; ▪ Conclusion; Recommendation and References.

Course Code	Course Title	Credit
MPH 1404	Public Health Nutrition	04
Goal	The Course titled “ Public Health Nutrition ” is designed and developed for the MPH students of the School of Science and Technology, Bangladesh Open University. It is designed for the off-line/online student. This course has been divided into 16 weeks (W) of tutorial sessions-based teaching-learning processes. Weekly tutorial sessions have been presented in a very interactive way that the learners can be understood and assimilated by a distance learner of the MPH program. The lessons are as like the lecture notes of a classroom teaching, each of the tutorials starts with “lesson objectives” and ends with “review questions”.	
Outline	Instructional objectives of this course are as follows: <ul style="list-style-type: none"> • Learners can acquire the basic Knowledge of community nutrition. • Learners can also acquire the effective application of public health nutrition. • Learners can use the knowledge in the real-life situation. 	
Textbook and References	<ol style="list-style-type: none"> 1. Community Nutrition: Planning Health Promotion and Disease, 3rd Ed, Nweze Eunice 2. Community Nutrition in Action: An Entrepreneurial Approach 5th Edition, Boyle and Holben, Thomson Wadsworth, 2010. ISBN-10: 0-495-55901-6 3. Community Nutrition: a handbook for health and development workers. 2009 Burgess, Bijlsma & Ismael. 	

Communication and Advising	<p>In this course, all the weekly lessons proceeds through Learners-Professor, Learners-Learners and Learners-Contents interaction.</p> <ul style="list-style-type: none"> ○ All types of interactions are carried out through alerts of teaching-learning activities, topic discussion, question and answer, quizzes, pool, free post comment on feedback. e-mail.
-----------------------------------	--

W	Content/Lesson	Learning Outcomes
01	Concept of Community Nutrition	After studying this weekly lesson, the students will be able to understand the basic concept of community nutrition and its public health importance.
02	Fundamentals of food and nutrition	Learners will able to understand the fundamentals of food and nutrition.
03	Common nutritional problems	Learners will able to understand the common nutritional problems and their public health importance.
04	Macronutrient Malnutrition	Learners will able to understand the common macronutrient malnutrition and their public health importance.
05	Micronutrient Malnutrition	Learners will able to understand the common micronutrient malnutrition and their public health importance.
06	Management of malnutrition at the community level	Learners will able to manage the malnutrition at the community level.
07	Infant and young child feeding (IYCF)	Learners will able to understand the infant and young child feeding (IYCF) and their public health importance.
08	Adolescent nutrition	Learners will able to understand the adolescent nutrition and their public health importance.
09	Desirable nutritional statues for adults	Learners will able to understand the desirable nutritional statues for adults.
10	Maternal nutrition	Learners will able to understand the maternal nutrition during pregnancy, during lactation, during preconception period, during pre and post-menopausal period.
11	Assessment of nutritional status and Growth Monitoring and Promotion	After studying this weekly lesson, the students will be able to understand the assessment of nutritional status and growth monitoring and promotion (GMP).
12	Food hygiene and food safety	After studying this weekly lesson, the students will be able to understand food hygiene and food safety.
13	Nutrition in emergency	Learners will able to understand nutrition in emergency and can apply it during emergency.
14	Nutrition education	After studying this weekly lesson, the students will be able to understand nutrition education.
15	Nutrition strategies, policies and programs.	Learners will able to understand nutrition strategies, policies and programs and can outline it.
16	Nutrition survey	After studying this weekly lesson, the students will be

W	Content/Lesson	Learning Outcomes
		able to understand nutrition survey.
Course Code	Course Title	Credit
MPH 2405	Hospital Administration and Management	04
Goal	Principle of Management, Public health and hospital management, public health ethics and legislation, communication in health system and in hospitals, community health and primary health care, health leadership: role and responsibilities.	
Outline	Instructional objectives of this course are as follows: <ul style="list-style-type: none"> • Learners can acquire the basic Knowledge of hospital management, medical ethics, public health legislation; • Learners can develop and acquire application of managerial skill; and • Learners can use the knowledge in the real-life situation in the field of hospital and public health legislation 	
Class Type	Asynchronous offline/online class: offline/Online Class, Discussion forum, Quiz, assignment, Assessment, Problem Solving	
Class Operation Strategy	After enrollment at the program, learners must read and follow the course instructions and announcements carefully. <ul style="list-style-type: none"> ○ Learners must exchange their views and opinions with fellow learners and instructors/teachers using free boards and discussion forum. ○ Learners must preview and review course material thoroughly. ○ Learners try to fully understand the contents through questions and answers. 	
Communication & Advising	All the 13 weekly (w) lessons proceeds through Learners-Professor, Learners-Learners and Learners-Contents interaction.	
Textbook and References	<ul style="list-style-type: none"> • Hospital Administration and Management: Theory and Practice R. Kumar S.L. Goel Deep & Deep Publications, 2007 • Hospital Administration & Management: A comprehensive Guide. Gupta 1/e, 2009 • Rashid. Kabir, Haider's Textbook of Community Medicine and Public Health. 	

Course Outline of Hospital Administration and Management

W	Theme/Unit	Content/Lesson	Learning Outcomes
01	Concept of Management and organization	<ul style="list-style-type: none"> ▪ General concept, type of management. ▪ Management practices ▪ Organization, organizational behavior. 	After studying this weekly lesson, you will be able to - <ul style="list-style-type: none"> • Understand the basic idea of general management, perspective, concept and objectives.
02	Principle of management and organization	<ul style="list-style-type: none"> • Principle of management. • Managerial skill. • Concept of organization. • Health system organization 	<ul style="list-style-type: none"> • Will be oriented about management principal. • Develop his /her managerial skills that help in adopting the idea in

W	Theme/Unit	Content/Lesson	Learning Outcomes
			work place.
03	Hospital Service Management	<ul style="list-style-type: none"> • Hospital as health service organization, 	<ul style="list-style-type: none"> • Will be well accustomed with hospital and health care system of Bangladesh. • Historical development background of hospital
04	Effective Hospital Management	<ul style="list-style-type: none"> • Hospital services its functional components. • Effective hospital management 	<ul style="list-style-type: none"> • Enrich the knowledge about the functions, services of the hospital. • Peculiarity criteria of hospital manager, effective management.
05	Hospital development perspective	<ul style="list-style-type: none"> • National hospital network and hospital development perspective 	<ul style="list-style-type: none"> • National hospital network. • Hospital development perspective
06	Levels of healthcare services and management system.	<ul style="list-style-type: none"> • Different levels of healthcare in Bangladesh • Modern management system. 	<ul style="list-style-type: none"> • Different levels of healthcare in Bangladesh. • Modern management system.
07	Public Health systems	<ul style="list-style-type: none"> • Public health • National health system 	<ul style="list-style-type: none"> • Will know about the health and public health • Review national health system of Bangladesh
08	Public Health Legislation/ethics	<ul style="list-style-type: none"> ▪ Medical health ethics ▪ Public health laws 	<ul style="list-style-type: none"> • Conceptualize the ethical issues in health • Orient about public health laws
09	IHR and ICD	<ul style="list-style-type: none"> • IHR and ICD 	<ul style="list-style-type: none"> • Able to know about IHR and application of ICD
10	Health manpower planning and management	<ul style="list-style-type: none"> • Introduction of health manpower needs and resources. 	<ul style="list-style-type: none"> • Health manpower production for primary and intermediate health care. • Health manpower management and its implementation.
11	Public health law and municipal health regulations	<ul style="list-style-type: none"> • Public health laws in Bangladesh. • Municipal health regulation. 	<ul style="list-style-type: none"> • Learners will familiar with health related some laws and regulations
12	Leadership in health service management	<ul style="list-style-type: none"> • The evolving theory and role of leaders. • Enhancing effectiveness, decision-making. 	<ul style="list-style-type: none"> • Learners will able to prepare themselves as a good leader and enable them into decision-making quality.
13	Leadership Models	<ul style="list-style-type: none"> • Traditional and contemporary leadership. 	<ul style="list-style-type: none"> • Can differentiate different leaderships models

Course Code	Course Title	Credit
MPH 2406	Public Health Promotion and Education	04
Goal	<p>The Course titled “Public Health Promotion and Education” is designed and developed for the MPH learners of the School of Science and Technology, Bangladesh Open University. It is designed for the distance mode/online learners and this course has been divided into 16 weeks (W) of tutorial sessions-based teaching-learning processes.</p> <p>The course is designed to discover, refine, and facilitate the practical application of strategies that can assist individuals, communities, societies in adopting and maintaining healthy lifestyles for the best integration of teaching, research, and service into an inclusive process of planning, implementing and evaluating successful health education policies, environs, and practices. We expect our learners will be able to plan, implement and evaluate the overall health and family welfare program in Bangladesh and abroad.</p>	
Outline	<p>Instructional objectives of this course are as follows:</p> <ul style="list-style-type: none"> ➤ Learners will be able to learn a variety of skills to improve their knowledge and competencies in promoting health amongst specialized and applied health areas and populations. ➤ Learners will be able to develop excellent knowledge and skills for planning, implementing and evaluating health promotion programs in various settings including clinical, school, worksite and the community. ➤ Learners will be able to prepare their careers as health promotion practitioners working in community, school, workplace, media and international settings. 	
Textbook and References	<ul style="list-style-type: none"> • Foundations and principles of health education. - Nicholas Galli, • Health Education: David Bedworth • Advances in health education and promotion. - William B. • An introduction to Health Planning in Developing Countries – Andrew G • Evaluation of Health Promotion, Health Education and Disease Prevention program- Richard Windsor • Health Education, Planning: A Diagnosis Approach - Ramachandra. • A Text Book of Health and Education- Haribhakta Pradhan. 	
Class Type	<p>Asynchronous distance mode/offline/online class: distance mode/offline/Online Class, Discussion forum, Quiz, Assignment, Assessment, Problem Solving</p>	

<p>Class Operation Strategy</p>	<p>After enrollment at the program, learners must read and follow the course instructions and announcements carefully. Learners must exchange their views and opinions with fellow learners and instructors/teachers/tutors using free boards and discussion forum. Learners must preview and review course material thoroughly. Learners try to fully understand the contents through questions and answers.</p>
<p>Communication and Advising</p>	<p>In this course, all the weekly lessons and topics proceed through Learners-Professor, Learners-Learners and Learners-Contents interaction.</p> <ul style="list-style-type: none"> All types interactions are carried out through alerts of teaching-learning activities, topic discussion, question and answer, quizzes, pool, free post comment on feedback, learning material shearing, e-mail and telephone.

Course Outline of Public Health Promotion and Education

W	Theme/Unit	Content/Lesson	Learning Outcomes
01	Introduction to Health Promotion	<ul style="list-style-type: none"> Historical Background, Concept, Philosophy, Strategy, Scope, Principle, Aims, Objectives and definition of Health Promotion. 	<p>After studying this lesson, you will be able to –</p> <ul style="list-style-type: none"> Acquire knowledge and skill on health What is meant by health promotion?
02	Different Charters	<ul style="list-style-type: none"> Different Charters, Ottawa, Bangkok, Jakarta Global development of health promotion, priority areas and approaches. How education is involved? 	<ul style="list-style-type: none"> Describe the development of health promotion in Bangladesh and globally. Identify significant health related government agencies and their roles in promoting health.
03	Introduction to Health Education	<ul style="list-style-type: none"> Concept, Philosophy, Strategy, Principle, Aims, Objectives and definition of health education. 	<ul style="list-style-type: none"> Acquire knowledge and skill on health education and identify the health educational needs of a community.
04	Principles of Health education	<ul style="list-style-type: none"> Principles and approaches of health education. 	<ul style="list-style-type: none"> Understand approaches and principal of health education.
05	Health education methods	<ul style="list-style-type: none"> Methods use in health education 	<ul style="list-style-type: none"> Will be well accustomed with methods of health education
06	Health education and promotion	<ul style="list-style-type: none"> Planning and management of health education. Operational plan of BHE 	<ul style="list-style-type: none"> Able to plan and manage health education program run by the G.O.B. Oriented about the development of health promotion program.

W	Theme/Unit	Content/Lesson	Learning Outcomes
07	Behavior science	<ul style="list-style-type: none"> • Basic concept, introduction of behavior science 	<ul style="list-style-type: none"> • Understand the concepts, components and its scope, application, of behavioral science
08	Medical sociology	<ul style="list-style-type: none"> • Basic Concept, Definition, importance of sociology and medical sociology. 	<ul style="list-style-type: none"> • Will know about the medical sociology and its importance • Conceptualize the human behavior
09	Behavioral change communication (BCC)	<ul style="list-style-type: none"> ▪ Illness behavior and sick role ▪ Important terminology ▪ BCC: concept, its importance and application in public health. 	<ul style="list-style-type: none"> • Oriented about illness behavior perspective and sickness. • Concept and importance of values, norms and beliefs in social life influencing behavior
10	Motivation and adaptation	<ul style="list-style-type: none"> • Technique of motivation and process of adaptation 	<ul style="list-style-type: none"> • Able to know about Technique of motivation and process of adaptation
11	Introduction Public Health	<ul style="list-style-type: none"> • Fundamental concepts of Public health, community health. • Demographic trends in the community. and. 	<ul style="list-style-type: none"> ▪ What is public health? ▪ How did it arise? ▪ How to work with/for? ▪ Cultural diversification in community
12	Primary health care	<ul style="list-style-type: none"> • Concept, elements and principles of primary health care • Health care delivery system and policy approach in organization. • Major public health problems in Bangladesh. 	<p>After studying this lesson, you will be able to –</p> <ul style="list-style-type: none"> ▪ the understand way to solve international and global problems related to this? ▪ briefly describe the common health problems of the country.
13	Communication , Method and Media	<ul style="list-style-type: none"> • Definition, Principles, Scope, Types, Elements, Barriers of communication. • Communication process. • Methods and Medias of Communication. • Advantages and limitations of methods and medias 	<ul style="list-style-type: none"> • Select appropriate educational methods, media and setting for an educational activity • Identify significant health related government agencies and discuss their roles in promoting health. • Explain the most appropriate use of different methods and medias in health education and Health Promotion.
14	Planning of Health Education and Health	<ul style="list-style-type: none"> • Concept and objectives of planning, Programs Components and Process, Budgeting and Indicators. 	<ul style="list-style-type: none"> • Plan, organize and implement educational activities in a health program • Monitor and evaluate the

W	Theme/Unit	Content/Lesson	Learning Outcomes
	Promotion	<ul style="list-style-type: none"> • Design and steps of program evaluation 	health educational program. <ul style="list-style-type: none"> • Outline the main approaches commonly taken to health promotion.
15	Concept of Training Technology	<ul style="list-style-type: none"> • Definitions, Strategies, Methods, Principles and Conceptual Models of Training Process • Lesson Plan Components and Preparation • Teaching methods and appropriate methods of teaching. 	<ul style="list-style-type: none"> • Plan, organize and implement educational activities in a health program • Monitor and evaluate the health educational program. • Outline the main approaches commonly taken to health promotion, indicating the key strengths and weakness of each approaches.
16	Introduction to group dynamics	<ul style="list-style-type: none"> • Concept and Definition of group development, Group dynamics, process, Group behavior. • Definition, types of leadership, methods of location of leaders, participants role in group efforts 	<ul style="list-style-type: none"> • Realize the benefits of group, • Importance of group cohesiveness, • Importance of leadership, • Working in groups for health promotion. • Finding a leader to develop a group.

Course Code	Course Title	Credit
MPH 2407	Health Policy, Planning and Ethics	04
Goal	Course topics to be discussed include healthcare system structure, health policy, and healthcare reform and international policies. Planning, evaluation and policy analysis of health programs; Basic concepts of Economic Theories. Economic Aspects of Health. Budget, definition, types, Budgeting, ways of health budgeting. Principals of Financial Management. Ethical issues of health programs.	
Outline	Instructional objectives of this course are as follows: <ul style="list-style-type: none"> • Learners can acquire the generic meaning of policy, planning terminology; • Learners can also orient national health policy; • Learners can use the knowledge in developing planning process in the field of hospital; • Learners can have the perception of knowledge on health policy and ethics. 	
Textbook and References	<ul style="list-style-type: none"> • Health Policy and Ethics, By Jack E. Fincham • Ethics in Public Health and Health Policy: Concepts, Methods, Case Studies edited by D. Strech, IHirschberg, G. Marckmann 	

Class Type	Asynchronous offline/online class: offline/Online Class, Discussion forum, Quiz, Assignment, Assessment, Problem Solving
Class Operation Strategy	<p>After enrollment at the program, learners must read and follow the course instructions and announcements carefully.</p> <ul style="list-style-type: none"> ○ Learners must exchange their views and opinions with fellow learners and instructors/teachers using free boards and discussion forum. ○ Learners must preview and review course material thoroughly. ○ Learners try to fully understand the contents through questions and answers.
Communication and Advising	<p>In this course, all the weekly lessons and topics proceeds through Learners-Professor, Learners-Learners and Learners-Contents interaction.</p> <ul style="list-style-type: none"> ○ All interaction is carried out through alerts of teaching-learning activities, topic discussion, question and answer, quizzes, pool, free post comment on feedback, learning material shearing, e-mail and telephone.

Course Outline of Health Policy, Planning and Ethics

W	Theme/Unit	Content/Lesson	Learning Outcomes
01	Concept of policy and planning	<ul style="list-style-type: none"> • General concept of policy and planning • National health policy 	<ul style="list-style-type: none"> • After studying this lesson, you will be able to – • Develop generic concept of policy and planning. • Overview national health policy
02	Planning process	<ul style="list-style-type: none"> • Principle of planning • Steps/cycle of planning 	<ul style="list-style-type: none"> • Will be oriented about planning principal. • Develop idea regarding planning process
03	Hospital planning	<ul style="list-style-type: none"> • Hospital service planning • Ward management 	<ul style="list-style-type: none"> • Will be well accustomed with hospital functional aspect of planning and ward management
04	Components/ types of planning	<ul style="list-style-type: none"> • Planning of human resource • Strategicplanning • Budgetary planning 	<ul style="list-style-type: none"> • Enrich the knowledge about different component of planning for services of the hospital.
05	Contingency planning	<ul style="list-style-type: none"> • Planning for emergency 	<ul style="list-style-type: none"> • May contribute in preparing the organizational response planning during emergency (EOC)
06	Health Ethics	<ul style="list-style-type: none"> • Introduction of health ethics • Philosophical basis. 	<ul style="list-style-type: none"> • Definition of Bio- ethics, medical ethics, public health ethics and their importance. • Historical development of ethics

W	Theme/Unit	Content/Lesson	Learning Outcomes
07	Principles and theoretical perspectives of health ethics	<ul style="list-style-type: none"> Principles of ethics Theoretical perspectives of health ethics. Framework for ethical analysis. 	<ul style="list-style-type: none"> Principles of the ethical practice of public health. Theoretical perspectives of public health ethics. Tradition, profession, and values in public health.
08	Medical mistake and misconducts	<ul style="list-style-type: none"> Disparities in health status 	<ul style="list-style-type: none"> Stigma and discrimination in health care. Theft, fraud and deception. Case studies on medical misconduct.
09	Health and human rights	<ul style="list-style-type: none"> Human rights and ensuring health rights. Role of state in ensuring rights. 	<ul style="list-style-type: none"> Linking justice, health and human right. Human rights violations resulting in ill-health, discrimination, violence
10	Health programs in our country	<ul style="list-style-type: none"> Promotion or violation of human rights. 	<ul style="list-style-type: none"> Human rights-based approach to health – reducing vulnerability to ill-health through human rights.
11	Charter of right for healthcare, consumer and provider	<ul style="list-style-type: none"> The medical charter Citizen charter Bangladesh perspective. Patients autonomy. 	<ul style="list-style-type: none"> Right of vulnerable groups – child, women, elderly, handicap. Euthanasia, end of life decisions: a matter of choice
12	Ethical challenges: Healthcare reform	<ul style="list-style-type: none"> Equitable access and priority setting and allocation of resources. 	<ul style="list-style-type: none"> Social inequalities in health. Policy – making in pluralistic societies. Ethical challenges in modern age.
13	Public health laws and ethics	<ul style="list-style-type: none"> Defined laws to practice and protect then public health ethics in Bangladesh. 	<ul style="list-style-type: none"> Roles and responsibilities of Institutional bodies.



Course Code	Course Title	Credit
MPH 2408	Maternal and Child Health	04
Course description	<p>The Course titled of “Maternal and Child Health” is designed and developed for the learners of MPH program of School of Science and Technology, Bangladesh Open University. This course has been divided into 13 weeks (W) of tutorial sessions-based teaching-learning processes. This course introduces the health needs of women and children. It introduces the epidemiology of maternal and child health (MCH). The course focuses on current health problem and disease affecting both pregnant women and children. The impact of various common health problems at different stages of the life cycle and their functional outcomes in terms of morbidity, mortality, psychological well-being, reproduction and growth will be highlighted. Learners will become acquainted with the epidemiology of maternal and childhood disease in developed and developing countries.</p>	
Course objectives	<p>Upon satisfactory completion of this course, students will be able to meet the following objectives:</p> <ul style="list-style-type: none"> • To understand and interrelated maternal and child health; • Identify and distinguish health problem of maternal, neonatal, infancy, children, and adolescence; • Analyze the major health issues of the maternal and child health Develop skills for effective management and prevention of maternal and child health problems; • Develop skills to assess growth and development of children; • To avoid unwanted birth and determine the number of children in the family • To prevent malnutrition and infection among mothers and children through education in health and infection among mothers and children through education in health and nutrition. 	
Learning outcomes	<p>The learner of this program is expected to have in-depth knowledge and understanding about the health needs of women and children and the services designed to meet these needs, current health problem and disease affecting both pregnant women and children. The impact of various common health problems at different stages of the life cycle and their functional outcomes in terms of morbidity, mortality, psychological well-being, reproduction and growth will be highlighted. Students will become acquainted with the epidemiology of maternal and childhood disease. To improve maternal and child health services to decrease maternal and childhood morbidity and mortality.</p>	
Textbook and References	<ul style="list-style-type: none"> • Park.K (2000), Park’s textbook of preventive and Social Medicine • Maternal and child health competencies- Association of teachers of MCH (Feb,2001) 	

	<ul style="list-style-type: none"> • ASPH education Committee MPH Core Competency Development Project Version 2.3 MCH leadership Competencies, Version 3.0 (June 2009) • Reza. S(1998),The essentials of community medicine, fifth edition, published by Nadia Ferdous Nimme essence publications, Dhaka. • Kotch. J (2013), A suggested reference text is Maternal and Child Health, programs, Problems and Policy in public Health, third edition.
Class Type	Asynchronous offline/online class: offline/Online Class, Discussion forum, Quiz, Assignment, Assessment, Problem Solving
Class Operation Strategy	<p>After enrollment at the program, learners must read and follow the course instructions and announcements carefully.</p> <ul style="list-style-type: none"> ○ Learners must exchange their views and opinions with fellow learners and instructors/teachers using free boards and discussion forum. ○ Learners must preview and review course material thoroughly. ○ Learners try to fully understand the contents through questions and answers.
Communication and Advising	<p>In this course, all the weekly lessons and topics proceeds through Learners-Professor, Learners-Learners and Learners-Contents interaction.</p> <ul style="list-style-type: none"> ○ All types of interaction are carried out through alerts of teaching-learning activities, topic discussion, question and answer, quizzes, pool, free post comment on feedback, learning material shearing, e-mail, telephone, content study, quizzes, pool, and summary activities.

Course Outline of Maternal and Child Health

W	Theme/Learning Outcomes	Content
01	<p>Introduction of MCH: After end of the lessons learner will able to –</p> <ul style="list-style-type: none"> ▪ Understand and interrelated the maternal and child health ▪ Identify recent trends of MCH care. ▪ State the targets and indicators of MCH services 	<ul style="list-style-type: none"> ▪ Concepts of MCH ▪ Aims and scope of MCH services ▪ Recent trends of MCH care, Integration of care, ▪ Risk approach, Primary health care ▪ Targets of MCH services ▪ Indicators of MCH care
02	<p>Delivering the MCH services: After end of the lessons learner will able to –</p> <ul style="list-style-type: none"> ▪ Understand of delivering and components of MCH services 	<ul style="list-style-type: none"> ▪ Delivering the MCH services ▪ Components of MCH services, Maternal health, Family planning, Child health, School health, ▪ Handicapped children, Care of children in day care.
03	<p>Maternal and health problem: After end of the lessons learner will able to –</p>	<ul style="list-style-type: none"> ▪ Maternal health problem, Factors affecting health status of mothers, Maternal mortality, abortion

W	Theme/Learning Outcomes	Content
	<ul style="list-style-type: none"> ▪ Identify causes and effects of the major health problems that are present during pregnancy, delivery and postnatal period. 	<ul style="list-style-type: none"> ▪ Major causes of maternal mortality ▪ Hemorrhage, Infection(AIDS, Puerperal sepsis) ▪ Obstructed labor, Toxemias of pregnancy
04	<p>Antenatal care services (ANC): After end of the lessons learner will be able to –</p> <ul style="list-style-type: none"> ▪ Understand the objectives of ANC ▪ Understand the role of ANC services. ▪ Acquire knowledge & skills to assess risk and the health care needs during antenatal period. 	<ul style="list-style-type: none"> ▪ Concepts of antenatal care services, Objectives of ANC ▪ Activities during the antenatal care; ▪ Health and nutrition education during antenatal visit. ▪ High risk pregnancy, Risk screening and referral system ▪ Risk factors in ANC, Anemia, Infection during pregnancy.
05	<p>Delivery care services: After end of the lessons learner will be able to –</p> <ul style="list-style-type: none"> • Develop knowledge and skills to assess risk and the health care needs during intra-natal period. 	<ul style="list-style-type: none"> ▪ Delivery care services ▪ Intranatal care, Basic principles of intranatal care ▪ Delivering of intranatal care ▪ Domiciliary care and Institutional care ▪ Clean delivery service, Clean cutting of the cord.
06	<p>Postnatal care service: After end of the lessons learner will be able to –</p> <ul style="list-style-type: none"> ▪ Understand the objectives of PNC ▪ Acquire knowledge and skills to assess risk & the health care needs during antenatal period. 	<ul style="list-style-type: none"> ▪ Postnatal care (PNC) ▪ Objectives and importance of PNC ▪ Complications of PNC ▪ Family planning ▪ Health education during postnatal period.
07	<p>Immediate care of the new born: After end of the lessons learner will be able to –</p> <ul style="list-style-type: none"> ▪ Develop skill for effective management of immediate new born care. ▪ Identify the causes of prenatal mortality, low birth weight and preventive measures of low birth weight. Breast feeding. 	<ul style="list-style-type: none"> ▪ Immediate care of the newborn ▪ Clearing the airway, Assessment of the physical status of the newborn (APGAR score), Breast feeding ▪ Care of the cord, eyes and skin, Maintenance of body temperature, Prenatal mortality and its causes ▪ Causes of low birth weight, Preventive measures of low birth weight immediate care of the newborn
08	<p>Introduction to child health: After end of the lessons learner will be able to –</p> <ul style="list-style-type: none"> ▪ explain about childhealth ▪ Identify major problems of children. ▪ Understand the importance of child care. 	<ul style="list-style-type: none"> ▪ Introduction to child health and Care of children ▪ Major problems of children ▪ Low birth weight, ▪ Malnutrition ▪ Infection and parasitosis, Accident and poisoning

W	Theme/Learning Outcomes	Content
	<ul style="list-style-type: none"> ▪ Identify the major problems of children. ▪ Understand the role of screening, EPI, and growth monitoring on the health of children. 	<ul style="list-style-type: none"> ▪ Behavioral problems ▪ Factors that affect the health of children ▪ Growth and development of the pre-school child.
09	<p>Under-fives clinic: After end of the lessons learner will able to –</p> <ul style="list-style-type: none"> • Understand functions under five- clinic services and Develop skills to maintain growth monitoring. 	<ul style="list-style-type: none"> ▪ Under-fives clinic ▪ Care of illness, Preventive care, Immunization, Nutritional surveillance, ▪ Health check-up, Oral rehydration, Family planning, Weaning Food ▪ Health education and Growth monitoring.
10	<p>Family planning services: After end of the lessons learner will able to –</p> <ul style="list-style-type: none"> ▪ Understand the concepts of FP, effective methods of FP and role play as a counselor. ▪ Identify problems of family planning methods. 	<ul style="list-style-type: none"> ▪ Concepts and objectives of Family planning (FP) ▪ Types of family planning methods ▪ Factors for effective family planning programs. ▪ Advantages and disadvantages of family planning methods, Role of family planning counselor.
11	<p>School health services: After end of the lessons learner will able to –</p> <ul style="list-style-type: none"> ▪ Understand the importance of school health. ▪ Identify the causes of school health children problems and preventive measure. ▪ Understand the methods of nutritional assessment and health care needs of school health children. 	<ul style="list-style-type: none"> ▪ School health services ▪ Health problems of the school child ▪ Objectives and aspects of school health services ▪ Health appraisal, Remedial measures and follow up ▪ Prevention of communicable diseases ▪ Nutritional surveillance, ▪ First aid and emergency care ▪ Mental health, Dental health, Health education.
12	<p>Handicapped children: After end of the lessons learner will able to –</p> <ul style="list-style-type: none"> ▪ Understand the health care needs for handicapped children. 	<ul style="list-style-type: none"> ▪ Handicapped children ▪ Physically handicapped ▪ Mentally handicapped ▪ Socially handicapped
13	<p>Behavior problems: After end of the lessons learner will able to –</p> <ul style="list-style-type: none"> ▪ Understand about common behavior problems of children; and ▪ Health care needs of those children. 	<ul style="list-style-type: none"> ▪ Behavior problems ▪ Juvenile delinquency ▪ Child abuse, Street children ▪ Child labor and legislation, ▪ Child marriage.

Course Code	Course Title	Credit
MPH 3409	Control of Communicable and Non-Communicable Diseases	04
Goal	The Course titled “ Control of Communicable and Non-Communicable Diseases ” is designed and developed for the MPH students of the School of Science and Technology, Bangladesh Open University. This course has been divided into 17 weeks (W) of tutorial sessions-based teaching-learning processes. Weekly tutorial sessions are as like the lecture notes of a classroom teaching, each of the tutorials starts with “lesson objectives” and ends with “review questions”. The review questions include essay type and application with discussion questions.	
Outline	Instructional objectives of this course are as follows: <ul style="list-style-type: none"> • Learners can acquire the basic Knowledge of Communicable and Non-Communicable Diseases; • Learners can also acquire the effective application to Control of Communicable and Non-Communicable Diseases. 	
Textbook and References	1. Park.K (2000), Park’s textbook of preventive and Social Medicine 2. Reza. S (1998), The essentials of community medicine, fifth edition, published by Nadia Ferdous Nimme essence publications, Dhaka.	
Class Type	Asynchronous offline/online class: offline/Online Class, Discussion forum, Quiz, Assignment, Assessment, Problem Solving	
Class Operation Strategy	After enrollment at the program, learners must read and follow the course instructions and announcements carefully. <ul style="list-style-type: none"> ○ Learners must exchange their views and opinions with fellow learners and instructors/teachers using free boards and discussion forum. ○ Learners must preview and review course material thoroughly. ○ Learners try to fully understand the contents through questions and answers. 	
Communication and Advising	In this course, all the weekly lessons and topics proceeds through Learners-Professor, Learners-Learners and Learners-Contents interaction. <ul style="list-style-type: none"> ○ All types of interactions are carried out through alerts of teaching-learning activities, topic discussion, question and answer, quizzes, pool, free post comment on feedback, learning material shearing, e-mail, telephone, content study, quizzes, pool, and summary activities. 	

Course Outline of Introduction to Control of Communicable and Non-Communicable Diseases

W	Theme/Unit	Content/Lesson	Learning Outcomes
---	------------	----------------	-------------------

W	Theme/Unit	Content/Lesson	Learning Outcomes
01	Concept of communicable diseases and public health importance	<ul style="list-style-type: none"> ▪ Lists of Communicable diseases ▪ Concepts and Public health importance of Communicable diseases 	After studying this weekly lesson, students will be able to understand the basic concept of communicable diseases, list of globally important communicable diseases and their public health importance.
02	Diarrhoeal diseases	<ul style="list-style-type: none"> ▪ Amoebiasis, ▪ Giardiasis, ▪ Enteric fever ▪ Shigellosis 	After studying this lesson, students will be able to understand the epidemiology of different types of diarrhoeal diseases, their mode of transmission along with preventive and control measures.
03	Emerging and re-emerging diseases	<ul style="list-style-type: none"> ▪ Avian Flu, Swine Flu ▪ Anthrax ▪ Nipah Virus Infection ▪ Chikungunya fever ▪ Ebola Infection 	After studying this weekly lesson, students will be able to understand the epidemiology of different types of Emerging and re-emerging diseases, their mode of transmission along with preventive and control measures.
04	Hepatitis of Public health importance	<ul style="list-style-type: none"> ▪ Hepatitis A ▪ Hepatitis B ▪ Hepatitis C ▪ Hepatitis D and E ▪ Non-viral hepatitis 	After studying this weekly lesson, students will be able to understand the epidemiology of different types of Hepatitis of Public health importance, their mode of transmission along with preventive and control measures.
05	Common Helminthic Diseases and intestinal infection	<ul style="list-style-type: none"> ▪ Ascariasis ▪ Ancylostomiasis ▪ Enterobiasis ▪ Poliomyelitis 	Students will be able to understand the epidemiology of different types of Common Helminthic Diseases and other intestinal infection, mode of transmission along with preventive and control measures.
06	Common Vector borne diseases	<ul style="list-style-type: none"> ▪ Kala-azar ▪ Malaria ▪ Filaria 	Students will be able to understand the epidemiology of different types of Common Vector borne diseases, transmission with preventive and control measures.
07	HIV/AIDS and Sexually transmitted disease (STDs)	<ul style="list-style-type: none"> ▪ HIV/AIDS ▪ Syphilis ▪ Gonorrhoea 	Students will be able to understand different types of HIV/AIDS and sexually transmitted disease (STDs), mode of transmission along with preventive and control measures.
08	Acute respiratory tract infection (ARI)	<ul style="list-style-type: none"> ▪ Mumps ▪ Chicken pox ▪ Measles, Diphtheria ▪ Whooping cough 	Students will be able to understand the epidemiology of acute respiratory tract infection (ARI), their mode of transmission along with preventive and control measures.
09	Common skin diseases	<ul style="list-style-type: none"> ▪ Bacterial ▪ Viral 	Students will be able to understand the epidemiology of different types of

W	Theme/Unit	Content/Lesson	Learning Outcomes
		<ul style="list-style-type: none"> ▪ Fungal ▪ Itch mite 	Common skin diseases, their mode of transmission along with preventive and control measures.
10	Zoonotic diseases	<ul style="list-style-type: none"> ▪ Tuberculosis ▪ Leprosy ▪ Rabies 	Students will be able to understand different types of zoonotic diseases, classification, mode of transmission along with preventive and control measures.
11	Concepts of non-communicable and chronic diseases	<ul style="list-style-type: none"> ▪ Concepts of non-communicable and chronic diseases, ▪ Public health importance of non-communicable and chronic diseases. 	Students will be able to understand the Concepts of non-communicable and chronic diseases, Public health importance of non-communicable and chronic diseases and globally important non-communicable diseases.
12	Cerebro vascular diseases	<ul style="list-style-type: none"> ▪ Hypertension ▪ Stroke 	Students will be able to understand the epidemiology of different types of Cerebro vascular diseases, their classification, their risk factors along with preventive and control measures.
13	Cardio vascular diseases	<ul style="list-style-type: none"> ▪ Coronary heart disease ▪ Rheumatic heart disease 	Students will be able to understand the epidemiology of different types of Cardio vascular diseases, their classification, their risk factors along with preventive and control measures.
14	Obesity and Diabetes Mellitus	<ul style="list-style-type: none"> ▪ Obesity ▪ Diabetes Mellitus 	Students will be able to understand the epidemiology of different types of Obesity and Diabetes Mellitus, their classification, their risk factors along with preventive and control measures.
15	Cancers of public health importance and cancer screening	<ul style="list-style-type: none"> ▪ Cervical cancer ▪ Lung cancer ▪ Breast cancer ▪ Screening for cancer 	Students will be able to understand the epidemiology of different types of Cancers of public health importance, their classification, their risk factors along with preventive and control measures, different types of screening program for cancers.
16	Accidents and injuries	<ul style="list-style-type: none"> ▪ Accidents ▪ Disasters ▪ Injuries 	Students will be able to understand the epidemiology of different types of Accidents and injuries, their risk factors along with preventive and control measures.
17	Common psychiatric disorders and Drug Abuse	<ul style="list-style-type: none"> ▪ Depression ▪ Anxiety disorder ▪ Drug abuse 	Students will be able to understand the epidemiology of Common psychiatric disorders and Drug abuse, risk factors and its way to presentation.

Course Code	Course Title	Credit
MPH 3410	Occupational and Environmental Health	04
Goal	Introduction to environment and ecosystem, Management of physical environment, Recent environment health issues. Occupational health hazards and occupational safety. Environmental factors including biological, physical and chemical factors which affect the health of a community. Learners will define environmental health and describe its' history as a crucial aspect of the public health, describe unique elements of environmental health as a public health discipline, describe the major classes of toxic substances, discuss solutions to environmental health problems: risk assessment and HIA that integrate across disciplines.	
Outline	Instructional objectives of this course are as follows: <ul style="list-style-type: none"> Learners can acquire the basic Knowledge of environmental and occupational health management and Learners can develop and acquire application of managerial skill 	
Class Type	Asynchronous offline/online class: offline/Online Class, Discussion forum, Quiz, assignment, Assessment, Problem Solving	
Communication & Advising	In this course, all the weekly lessons and topics proceeds through Learners-Professor, Learners-Learners and Learners-Contents interaction.	
Textbook and References	<ul style="list-style-type: none"> Environmental Health: From Global to Local, 3rd Edition by Howard Frumkin (Editor) Occupational and Environmental Lung Diseases: Diseases from Work, Home, Outdoor and other Exposures by Susan Tarlo (Editor), Paul Cullinan (Editor), Benoit Nemery (Editor) 	

Course Outline of Occupational and Environmental Health

W	Theme	Topics
01	Introduction to occupational and Environmental health	Definitions, concepts and history of occupational and Environmental health.
02	Housing, Ventilation, Lighting and Health	Students will familiar with the proper housing quality and take necessary action in the public health situation.
03	Environmental pollution	Water, soil and air: pollution, consequences, prevention and control.
04	Environmental issues of global importance	Climate change with emphasis on health consequences; Ozone depletion, greenhouse gases and global warming; environmental and health consequences, and it's management.
05	Disaster management	Can able to minimize the disaster related causality
06	Environmental toxicants	Arsenic, cadmium, mercury, fluoride and pesticides.
07	Noise hazards	Noise and radiation: sources; effects; prevention and control.

W	Theme	Topics
08	Radiation hazards	Can able to minimize the radiation related causality.
09	Waste Management	Waste: definitions, types, composition, health issues, management of solid waste, hazardous waste and medical waste.
10	EIA/EHIA	EIA and EHIA: concepts; EIA/EHIA in Bangladesh
11	Workplace hazards	Concepts, prevention and control, Personal Protective Equipment's
12	Occupational safety and health	Concepts; core or principle concepts of OSH (ILO); OSH in Bangladesh; acts, rules and policies of Bangladesh relating to OSH.
13	Occupational diseases	Work-related diseases vs occupational diseases, notifiable occupational diseases, occupational lung diseases, occupational dermatosis, occupational cancers.
14	Occupational injuries	Occupational injuries: Concepts; Prevention and control; recording, reporting and compensation for occupational injuries and deaths.
15	Occupational accidents	Occupational accidents: Concepts; Prevention and control; recording, reporting and compensation for occupational accidents and deaths.
16	Problems of Urbanization and Industrialization	Problems of Urbanization and Industrialization.

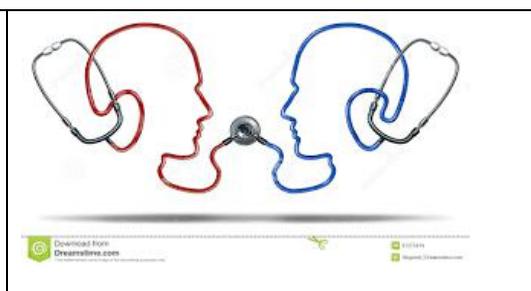
Course Code	Course Title	Credit
MPH 3411	Health Informatics and Health Economics	04
Goal	Learners will be able to explain the importance of informatics to the public health mission, describe the role of the informatician in public health practice, differentiate between public health informatics and information technology. Basic concepts of Economic Theories. Basic principles and methods of Development. Economic Aspects of Health. Financing of Health Services in Bangladesh. Define budget, types, national and organizational budget. Budgeting, ways of health budgeting. Principles of financial management and analysis. Methods of economic analysis of health programs.	
Outline	Instructional objectives of this course are as follows: <ul style="list-style-type: none"> • Improve communication skills through structured essays and/or oral presentations by learners can also orient about risk, risk communication • Learners can use the knowledge in developing health communication process; • Learners can have the perception of knowledge on informatics, public health informatics and information system. 	
Textbook and	<ul style="list-style-type: none"> • Health Economics, 6th Edition by Charles E. Phelps • Health Economics, MIT Press. by Frank A. Sloan 	

References	<ul style="list-style-type: none"> • Health Informatics: Practical Guide for Healthcare and Information Technology Professionals, 5th Edition, Hoyt, Medical informatics.
Class Type	Asynchronous offline/online class: offline/Online Class, Discussion forum, Quiz, Assignment, Assessment, Problem Solving
Class Operation Strategy	<p>After completion of the course, learners must read and follow the course instructions and announcements carefully.</p> <ul style="list-style-type: none"> ○ Learners must exchange their views and opinions with fellow learners and instructors/teachers using free boards and discussion forum. ○ Learners must preview and review course material thoroughly. ○ Learners try to fully understand the contents through questions and answers.
Communication and Advising	<p>In this course, all the weekly lessons and topics proceeds through Learners-Professor, Learners-Learners and Learners-Contents interaction.</p> <ul style="list-style-type: none"> ○ All interactions are carried out through alerts of teaching-learning activities, topic discussion, question and answer, quizzes, free post comment on feedback, learning material shearing, e-mail and telephone.

Course Outline of Health Informatics and Health Economics

W	Theme/Unit	Content/Lesson	Learning Outcomes
01	Concept of communication	<ul style="list-style-type: none"> ▪ Essential communication ▪ Effective communication 	<p>After studying this weekly lesson, you will be able to -</p> <ul style="list-style-type: none"> • Improve existing level of communication and skills.
02	Technology of communication	<ul style="list-style-type: none"> • New Communication Technologies. 	<ul style="list-style-type: none"> • Effective use of new communication technologies.
03	Health communication	<ul style="list-style-type: none"> ▪ Patient service relationship and environment 	<ul style="list-style-type: none"> • Accustomed with improve communication skills and understand the importance of this relationship.
04	Risk communication	<ul style="list-style-type: none"> • Concept of risk and risk communication 	<ul style="list-style-type: none"> • Enrich the knowledge about concept of risk, its components and techniques
05	Informatics, health informatics	<ul style="list-style-type: none"> • Concepts of informatics • Impact of informatics in the public health system 	<ul style="list-style-type: none"> • Orient on informatics and principle of public health informatics.
06	Information system	<ul style="list-style-type: none"> • Concept of data and information technology Management 	<ul style="list-style-type: none"> • Overview concept of information and IT management.
07	MIS Types	<ul style="list-style-type: none"> • Communicating with modern equipment, • Telecommunication, Social networking, 	<ul style="list-style-type: none"> • Conceptualize Communicating with modern equipment, computer networking.

W	Theme/Unit	Content/Lesson	Learning Outcomes
		Interactive medias, <ul style="list-style-type: none"> • Community outreach and education. • Mobile networking and Facebook. 	<ul style="list-style-type: none"> • Use the appropriate method, media and technologies to communicate people for health purposes like skype, viber and other net communications.
08	Public health surveillance and global concept	<ul style="list-style-type: none"> • Concept of exiting surveillance and global perspective. 	<ul style="list-style-type: none"> • Overview existing surveillance and extend knowledge to global perspective.
09	Health economics	<ul style="list-style-type: none"> • Concept of economics • Economics, health care issues, cost and costing. 	<ul style="list-style-type: none"> • Will know about the economics and economics, health care issues. • Review the idea of cost and costing process.
10	Health insurance	<ul style="list-style-type: none"> • Concept of Health insurance • Health care market 	<ul style="list-style-type: none"> • Conceptualize health insurance concept. • Orient about health care market issues.
11	Economic analysis	<ul style="list-style-type: none"> • Economic assessment of health intervention 	<ul style="list-style-type: none"> • Able to develop skill or application of economic analysis.
11	Concept of Budget	<ul style="list-style-type: none"> • Definition, types, national and organizational budget, 	<ul style="list-style-type: none"> • Budgeting, ways of health budgeting.
13	Financing	<ul style="list-style-type: none"> • Financing of Health Services in Bangladesh. 	<ul style="list-style-type: none"> • Financing of Health Services in Bangladesh.
14	Management	<ul style="list-style-type: none"> • Principals of financial management and analysis. 	<ul style="list-style-type: none"> • Principals of financial management and analysis.
15	Methods	<ul style="list-style-type: none"> • Methods of economic analysis of health programs. 	<ul style="list-style-type: none"> • Methods of economic analysis of health programs.
16	Analysis	<ul style="list-style-type: none"> • Methods of analysis of investment in health. 	<ul style="list-style-type: none"> • Methods of analysis of investment in health.



Course Code	Course Title	Credit
MPH 3412	Systematic Field Study	04
Goal	<p>Field Work Seminar This seminar outlines the policies, procedures and expectations for learners undertaking the MPH field work requirement. Learners will learn basic field work skills to assist them in the implementation of a MPH field placement project. The format will consist primarily of group discussions based on student project issues.</p>	
Outline	<p>Instructional objectives of this course are as follows:</p> <ul style="list-style-type: none"> • Improve communication skills through structured essays and/or oral presentations. • Learners can also orient about risk, risk communication • Learners can use the knowledge in developing health communication process • Learners can have the perception of knowledge on informatics, public health informatics and information system 	
Textbook and References	<ul style="list-style-type: none"> • Research Methodology: Methods and Techniques. 3rd Edt; C R Kothari and Gaurav Garg • A Step by- Step Guide for Beginners by Ranjit Kumar Publisher: Sage Publication, second edition 	
Class Type	Asynchronous offline/online class: offline/Online Class, Discussion forum, Quiz, Assignment, Assessment, Problem Solving	
Class Operation Strategy	<p>Learners must read and follow the course instructions and announcements carefully.</p> <ul style="list-style-type: none"> • In this course learner will choose one publichealth issue to study first hand in the field to explore the management, monitoring and evaluation and outcomes through in-depth reading and direct participation in an ongoing field program. • Programs for study may be chosen from personal communication with the supervisor of those programs. • The learner will understand the issue from epidemiological, health management and medical anthropological perspectives and will prepare a paper analyzing the strengths and weaknesses of the program for presentation. 	
Introduction to Public Health Seminar	<p>The purpose of this seminar is to introduce MPH learners to various aspects in the field of public health.</p> <ul style="list-style-type: none"> • Learners and Faculty will contribute to the seminar through presentations, workshops, and discussion sessions. • These seminars will serve to familiarize MPH learners to the various opportunities the program provides and to facilitate frequent conversation and dialogue between faculty and learners. • In addition, various public health speakers will be invited to discuss their areas of expertise and to describe potential field placement sites. • Special study involves experiential field attachment with health initiatives different government and non-government health service provider in Bangladesh. • Four to eight weeks study will be required for four credits. 	

Course Code	Course Title	Credit
MPH 4813	Research Project	08
Goal	<p>The field experience is a 180-hour field work experience designed to integrate public health theory, knowledge and skills in a practice setting resulting in a written report.</p> <p>A research work must be completed by each Master of Public Health learner prior to graduation. It is the final requirement for the MPH degree. The research project is based on a thesis, culminating MPH experience. Learners will demonstrate their mastery of public health competencies through:</p> <ul style="list-style-type: none"> ❖ A formal paper (e.g., 10-15-page report, or manuscript for submission to a journal) that will become part of the Public Health archives. ❖ A formal public presentation (e.g.,10-15minutes presentation to students and faculty. ❖ An oral defense (consisting of questions by the learner’s comprehensive viva voce evaluation committee) <p>The nature of the research project should be consistent with the career goals of the learner, and it should be viewed as a culminating display of ability, demonstrating that the MPH graduate is prepared to become a professional in the field of public health.</p> <ul style="list-style-type: none"> • The excellence in writing and oral presentation requirements reflects competencies that are essential to success in the field of public health. • The “manuscript format” for the research project is intended to familiarize students with the rigors of preparing manuscripts for professional journals. • Since the research project is not a course, but rather a requirement of the program, the student will not be able to graduate until this aspect of the MPH Program requirement is completed.Each component of the research project is crucial to completing the requirements of the MPH Program. 	
Learning activities	<p>A candidate pursuing the MPH degree will work in the institution. Work schedule and log book are considered as for calculating the attendance.</p> <p>Every candidate will take part in seminars, group discussions, journal review meetings etc. Every student will attend learning activities during the semester as prescribed by the school and not absent himself/herself from work without valid reasons.</p> <p>Subject Seminar: Every candidate will present a seminar on the selected topics at least two times at 4th semester. The presentations would be evaluated using the check list.</p> <p>A time table with the topics and the name of the students and the moderator will be scheduled at the beginning of 4th semester.</p> <p>All the MPH students are expected to attend and actively participate in the seminar.</p>	
Field Activities	<p>Journal club: All MPH candidates must make a critical appraisal of published articles from the peer reviewed journals, at least one in a year.</p>	

	<p>Field Visits: Any Government hospital, Primary Health Center, District Health Office, Non-Government Organization and other places of Public health importance, School Health Program, Health Education talks and rallies, Nutrition survey, Family Health Advisory survey and Pulse Polio Monitoring.</p> <p>Postings: Primary Health Center, Subcenter and or NGO's.</p> <p>Log book: A log book needs to be maintained by each MPH student. All the activities such as theory and practical classes attended, seminars and journal clubs presented and attended, field visits and activities, spotters and lab experiments conducted, surveys conducted, school health program attended, postings attended, Conferences/Workshops attended, and oral/poster presentations done should be entered in the same.</p> <p>The work dairy/log book will be certified by the study center coordinator and the Program coordinator and presented to the comprehensive viva-voce examination board during defense or examination.</p>
<p>Attendance</p>	<p>A candidate who has put in a minimum of 70% of attendance in the semester will be permitted to appear for the examinations.</p> <p>Dissertations submitted by the candidate will be accepted only if he/she has put in a minimum participation of 70% of activities of 4th semester in MPH program.</p> <p>Dissertation:</p> <p>Synopsis: Every candidate will submit a synopsis of the intended project work through the proper channel (Guide, study center coordinator and Program coordinator) to Dean of 15 days prior to their semester end examination. Such synopsis will be reviewed, and the dissertation topic will be registered by the university. No change in the dissertation topic will be made without prior approval of the university.</p> <p>Every candidate pursuing MPH course is required to carry out work on a selected research project under the guidance of a recognized guide. The results of such work will be submitted in the form of a Dissertation during the comprehensive viva-voce 10 (ten) days prior to 4th semester final examination.</p> <p>The dissertation is aimed to train the student in research methodology. It includes identification of the problem, formulation of a hypothesis, review of literature, designing of research study, collection of data, comparison of results and drawing conclusions.</p> <p>Dissertation will require approval of the Institutional Ethical Committee (IEC) prior to initiation of any dissertation work. Student will work under the Supervisor to obtain IEC approval.</p>
<p>Dissertation Writing Steps</p>	<p>The dissertation should be written under the following headings:</p> <ul style="list-style-type: none"> - Abstract - Introduction - Objectives of Study - Review of Literature - Material and Methods - Results – including tables and graphs - Discussion - Conclusion - Recommendations - Summary - References - Annexures: questionnaire, photos etc.

	<ul style="list-style-type: none"> • The written text of dissertation will be not less than 50 pages and will not exceed 150 pages excluding reference, tables, questionnaires and other Annexures. • It should be neatly typed with double line spacing on one side of the bond paper (A4 size, 8.27” x 11.69”) and be bound properly. Spiral binding is not permitted. The dissertation will be certified by the guide and co-guide if any, Study center Co-Ordinator and Dean, SST.The dissertation will be evaluated by examiners appointed by the University. • A guide will be an expert teacher of any institute and recognized by BOU as a guide for supervision of dissertation work. The Co-Guide will be a postgraduate level teacher recognized by BOU as guide.
<p>Evaluation of Dissertation</p>	<p>Change of Guide Guide may be changed with prior permission from the university.</p> <p>Submission of Dissertation Two copies of the dissertation duly certified by the Guide, Study center Co-Ordinator and Dean, SST will be submitted to the Controller of Examination, BOU, through the Dean at least 15 days before semester final examination of MPH program.</p> <p>Dissertation Valuation Evaluation should be done by eligible examiners outside the BOU. If Dental topic taken, evaluation is done from the faculty of Dentistry The dissertation, viva-voce and defense will be valued together by the examiners appointed by the university.</p> <p>Viva-Voce and Defense Examinations The viva-voce and defense will aim at assessing the depth of knowledge, logical reasoning, confidence and oral communication skills.The viva-voce and defense examination will be held after the submission of dissertation. If a candidate fails to submit the dissertation on or before the date prescribed, his/her viva-voce and defense will be conducted during the subsequent next examination.</p>



Collect the signature of the concerned SC Coordinator ON THIS PAGE upon submission of your assignment

of 1st/2nd/3rd/4th Semester of Program (Please use √mark)

স্কুল অব সায়েন্স এন্ড টেকনোলজি
SCHOOL OF SCIENCE AND TECHNOLOGY
Bangladesh Open University

Assignment Acknowledgement Form: MPH Program (.....Semester)

Name of Learner:

Student ID Number:

			-	5	3	-								
--	--	--	---	---	---	---	--	--	--	--	--	--	--	--

<p style="text-align: center;">Assignment Acknowledgement</p> <p><i>I received the Assignment #1 of the courseon or before the deadline.</i></p> <p>Name & Signature Of the SC Coordinator Date:</p>	<p style="text-align: center;">Assignment Acknowledgement</p> <p><i>I received the Assignment # 2 of the courseon or before the deadline.</i></p> <p>Name & Signature Of the SC Coordinator Date:</p>
<p style="text-align: center;">Assignment Acknowledgement</p> <p><i>I received the Assignment #1 of the courseon or before the deadline.</i></p> <p>Name & Signature Of the SC Coordinator Date:</p>	<p style="text-align: center;">Assignment Acknowledgement</p> <p><i>I received the Assignment # 2 of the courseon or before the deadline.</i></p> <p>Name & Signature Of the SC Coordinator Date:</p>
<p style="text-align: center;">Assignment Acknowledgement</p> <p><i>I received the Assignment #1 of the courseon or before the deadline.</i></p> <p>Name & Signature Of the SC Coordinator Date:</p>	<p style="text-align: center;">Assignment Acknowledgement</p> <p><i>I received the Assignment # 2 of the courseon or before the deadline.</i></p> <p>Name & Signature Of the SC Coordinator Date:</p>
<p style="text-align: center;">Assignment Acknowledgement</p> <p><i>I received the Assignment #1 of the courseon or before the deadline.</i></p> <p>Name & Signature Of the SC Coordinator Date:</p>	<p style="text-align: center;">Assignment Acknowledgement</p> <p><i>I received the Assignment # 2 of the courseon or before the deadline.</i></p> <p>Name & Signature Of the SC Coordinator Date:</p>
<p style="text-align: center;">Assignment Acknowledgement</p> <p><i>I received the Assignment #1 of the courseon or before the deadline.</i></p> <p>Name & Signature Of the SC Coordinator Date:</p>	<p style="text-align: center;">Assignment Acknowledgement</p> <p><i>I received the Assignment # 2 of the courseon or before the deadline.</i></p> <p>Name & Signature Of the SC Coordinator Date:</p>

Learners must use this form to get the signature of the SC Coordinator on submission of their assignment

**** SC Coordinator is requested NOT to PUT his/her signature on this form:**

- ◆ If the learnersubmits his/her assignments after the due date.
- ◆ If the name of the learnerand the ID number are not correctly written by the learneron this Form and on the Assignment cover page.

Assignment Cover Page

Assignment #

MASTER OF PUBLIC HEALTH (MPH) PROGRAM

Course Title:

Course Code: MPH

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------

Registered Semester:

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

Prepared and Submitted by:

Name:

ID Number:

<input type="text"/>	<input type="text"/>	<input type="text"/>	-	5	3	-	<input type="text"/>	<input type="text"/>	<input type="text"/>	-	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	---	---	---	---	----------------------	----------------------	----------------------	---	----------------------	----------------------	----------------------

Study Center:

RC:

Batch:

Submission Semester:

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

Contact Address

(With Telephone Number and e-mailAddress if you have)

--

(Attach the photocopy of the sides of your ID card to your assignment next after cover page)

Confidential

স্কুল অব সায়েন্স এন্ড টেকনোলজি
School of Science and Technology
Bangladesh Open University (BOU)

TUTOR EVALUATION FORM – MPH PROGRAM

Name:	ID				5	3						
RC	Study Center:											

Your opinion about the Tutor of Your Registered Courses
Semester: _____

Course Code	Name of the Tutor	Assessment about respected tutor				
		Skill of Presentation	Capacity to Understand Problem of Students	Depth of knowledge of the Course	Sincerity and Punctuality	Personality
MPH						
MPH						
MPH						
MPH						
MPH						
MPH						

N.B. You can give your opinion by using:
A – Excellent; B – Very Good; C – Good; D - Not Good; E - Bad

- ** Please feel free to fill up this form and immediately after the completion of tutorial session in each course of respective semester
- ** Your evaluation through this form will:
- be treated as highly confidential; and
 - help us improve tutorial services

আপনার মতামত প্রেরণের ঠিকানা

Dean
 School of Science and Technology
 Bangladesh Open University
 Board Bazar, Gazipur-1705
 Bangladesh.
 Phone: 88-02-9291111

ডীন
 স্কুল অব সায়েন্স এন্ড টেকনোলজি
 বাংলাদেশ উনমুক্ত বিশ্ববিদ্যালয়
 বোর্ড বাজার, গাজীপুর- ১৭০৫
 বাংলাদেশ।

YOU CAN USE THE PHOTOCOPY OF THIS FORM.

**School of Science and Technology
Bangladesh Open University
Examination Registration Form (____ Semester) – MPH Program
(Only for the courses registration in any semester)**

Name:										
ID Number:				5	3					
RC:										
Study center:										
Preferred ExamCenter:										

This is to certify that she/he can appear at the final exam. According to the records maintained at this RC.

Regional Director, BOU

General Information about the Examination:

It is mandatory to fill up the exam. Registration from **for the courses registration in the current**

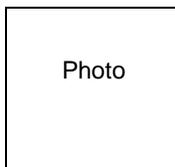
#	Course Code			Course Title			Registration Semester
1	M	P	H				
2	M	P	H				
3	M	P	H				
4	M	P	H				
5	M	P	H				
6	M	P	H				

and previous semester(s) and must submit to the respective RC on or before the deadline. **Please don't send this form directly to the School.**

- You can appear at the semester-end examination only for the courses offered in this semester. You have the chance to appear thrice at the semesterend examination for a registered course and once in the current semester (without paying any additional fee) and twice more in the next four consecutive semesters after paying necessary examination fees. In late case, you must submit this examination registration form in due time.
- If any learner gets 'F' grade or fails in a course in the current semester, s/he must redo the course within the next four semesters where s/he appears at the semesterend examination for that course twice only after paying necessary redo examination /re-examination fee.

-----X-----

**MPH Program
School of Science and Technology, Bangladesh Open University
____ Semester Examination Admit Card**



Name of the Examinee: Signature & Seal of the RC
ID Number: RC:
Study center: Exam. Center:

The examinee applied to appear at the final examination in the following courses:

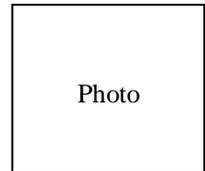
1.	5.
2.	6.
3.	*Please cross the blank box(es).
4.	Total:.....() Courses

(It is mandatory for all the learners to collect the Admit Card to appear at the examination)

Submit the filled-up form to the respective RegionalCenter (RC) on or before the deadlines as mentioned in the relevant Semester Calendar.

LEARNER CAN USE THE PHOTOCOPY OF THIS FORM

MPH Program
School of Science and Technology
Bangladesh Open University
Registration Form for
Viva-Voce (_____ Semester)
(Only for students who have completed
all the 12 courses and the Research Work)



Name:.....

ID Number:.....

RC:.....

Study Center:.....

Preferred Center for Viva-Voce:.....

Number of course Completed:.....

Number of course Appeared at the last Semester-end Examination.....

Topic of the Research Work:

.....

Supervisor of the Research Work

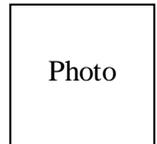
Date of Submission of the Research Work.....

Contact address with telephone number:.....

Date and Signature of the Learner

-----X-----

MPH Program
School of Science and Technology, Bangladesh Open University
Viva-Voce Examination Admit Card



Name of the Examinee :..... Signature & Seal of the RC

SID Number:..... RC:.....

Study Center:..... Preferred Examination Center:.....

(It is mandatory for all the learners to collect the admit card to appear at the examination)

Send the filled-up form to the respective Regional Center (RC) [and a photocopy to the "Dean, School of Science and Technology, Bangladesh Open university, Gazipur-1705"] on or before the deadline as mentioned in the relevant Semester Calendar

USE THE PHOTOCOPY OF THIS FORM

MPH Program
School of Science and Technology
Bangladesh Open University
(Confident and Compulsory)
LEARNERDATA BANK – MPH PROGRAM

Name _____ (IN BLOCK LETTERS)

Date of birth _____ Gender: Male / Female _____

Educational background _____

Profession _____

Position _____

Mailing address _____

Phone: _____ Fax _____ E-mail: _____

Learner Identification (ID) Number _____

Why are you interested in BOU Program? (Please write in brief)

What aspects of BOU did attract you most? _____

What do you want to know about BOU? _____

You are requested to send the Learners Data Bank Information to the following Mailing Address or e-mail to: deansst2017@gmail.com	<i>Dean</i> <i>School of Science and Technology</i> <i>Bangladesh Open University</i> <i>Board Bazar, Gazipur-1705</i> <i>Bangladesh</i> <i>Phone: 88-02-9291111</i>
--	---

If you have any query about the School of Science and Technology, please write to the School and attach a self-addressed envelope (duly stamped) to your letter for a timely reply.

USE THE PHOTOCOPY OF THIS FORM

**Addresses of Regional Centers (RCs)
of
Bangladesh Open University (BOU)**

<ul style="list-style-type: none"> • Dhaka Regional Center 4/Ka, Govt. Laboratory School Road Dhanmondi, Dhaka-1205 Phone:(02) 8616065, 9673669; rddh2011@yahoo.com 	<p><i>MPH Tutorial Facility is available</i></p>
<ul style="list-style-type: none"> • Chattogram Regional Center C.R.B. Road, Chattogram (West side of the stadium) Phone:(031)619633; rrcchitt@bou.edu.bd 	<p><i>MPH Tutorial Facility is available</i></p>
<ul style="list-style-type: none"> • Rajshahi Regional Center Nawhata, Poba, Rajshahi - 6213 Phone:(0721)800008; rrcrajshahi@bou.edu.bd 	<p><i>MPH Tutorial Facility is available</i></p>
<ul style="list-style-type: none"> • JashoreRegional Center Jashore Uposhar, Jashore. (Near Dhaka Road, B.R.T.C. Campus, Jashore) Phone:(0421)68526, 61892; rrcjesso@bou.edu.bd 	
<ul style="list-style-type: none"> • Faridpur Regional Center Harokandi, Barisal Road, Faridpur, (Opposite to River Research Institute). Phone:0631-62081; rrcfarid@bou.edu.bd 	
<ul style="list-style-type: none"> • Cumilla Regional Center Durgapur, Noapara, Cumilla, Phone:(081)7557; rrccomil@bou.edu.bd 	
<ul style="list-style-type: none"> • Sylhet Regional Center Pirijpur, South Surma, Sylhet Phone:0821- 719523; rrcsylhe@bou.edu.bd 	<p><i>MPH Tutorial Facility is available</i></p>
<ul style="list-style-type: none"> • Mymensingh Regional Center Mashkanda, Mymensingh Phone:(091)65298; rrcmymen@bou.edu.bd 	<p><i>MPH Tutorial Facility is available</i></p>
<ul style="list-style-type: none"> • Rangpur Regional Center R.K. Road (Central Bus Stand). Rangpur Phone:0521-63593; rrcrangp@bou.edu.bd 	<p><i>MPH Tutorial Facility is available</i></p>
<ul style="list-style-type: none"> • Barishal Regional Center Rupatali, Post- Jagua, Barishal Phone: (0431)2176282, rrcbaris@bou.edu.bd 	
<ul style="list-style-type: none"> • Bogura RC Biswa Road, Banani, Bogura-5800 (East side of BADC Workshop, Banani) Phone:(051)62794, 68058; rrcbogra@bou.edu.bd 	<p><i>MPH Tutorial Facility is available</i></p>
<ul style="list-style-type: none"> • Khulna Regional Center Roshnibag, Zero Point Post-Khulna University, Khulna-9208 Phone:(041)731795, 0172011905 (Mobile); rckhuln@bou.edu.bd 	