



הפקולטה למדעי הרווחה והבריאות
Faculty of social welfare & health sciences
الكلية لعلوم الرفاه والصحة



אוניברסיטת חיפה
University of Haifa
جامعة حيفا

בית הספר לבריאות הציבור • School of Public Health • مدرسة صحة الجمهور

I-MPH Student Handbook 2021-2022

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MPH in Health Systems Policy and Administration and Global Health Leadership

International Master of Public Health (I-MPH)

Faculty of Social Welfare and Health Sciences

University of Haifa

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Welcome to the University of Haifa!

Situated at the top of the Carmel Mountain, amidst the Carmel National Forest, with breathtaking views of the Mediterranean Sea and the Galilee, the University of Haifa provides the perfect setting for your international graduate studies.

The University of Haifa is one of Israel's seven research universities, and the largest in the north. It is a microcosm of Israeli society dedicated to academic excellence and social responsibility. An exciting and inspiring cultural mosaic, the university has a diverse population of 18,000 students made up of secular and religious Jews, Christian and Muslim Arabs, Druze and Bedouin, new immigrants and native Israelis and a growing number of students from around the world. We invite you to become one of them.

The Program

As a culturally diverse society, Israel, and specifically the city of Haifa, is a unique environment for a program whose goal is to enable students to understand how discrepancies in health care status and health care delivery unfold. Recognizing Israel's successful modern health care system, its focus on high technology, globalization, and its location – “between East and West” – it is an exciting and unique place to pursue a Master of Public Health (MPH) degree. Indeed, Israel is a real-time, hands-on working laboratory for advanced international and Israeli students, offering encounters with ongoing public health initiatives to achieve equality in health in multicultural contexts.

The University of Haifa's English-language Master's program is dedicated to providing students with a strong foundation from which to critically examine current global health challenges. The next generation of healthcare leaders will need to understand the multifaceted nature of society and how it relates to public health issues. These individuals will need to develop, seek and promote best practices of health care and health care delivery for all members of society, regardless of ethnicity, religion, gender, and age. They will also need to have sophisticated leadership skills to serve an ever more complex society, and to manage cross-cutting, multi- sectoral, top-down and bottom-up comprehensive programs, within and beyond the health services per-se. Certainly, in an increasingly integrated world marked by growing disparity, public health leaders will need to be aware of how global and national forces affect health within and between national borders. The Health Systems Policy and Administration and Global Health Leadership program will nurture high levels of sophistication, excellent communication skills, and a deep knowledge of public health and global health, as well as prepare future public health practitioners and researchers for leadership roles in settings across the globe.

The School of Public Health is currently a member of the Association of Schools of Public Health in the European Region (ASPHER). The International MPH program is accredited by the US Council for Education in Public Health (CEPH).

The program is directed by Professor Manfred Green and co- directed by Professor Richard Schuster.

Our Vision

Future leaders in global health organizations including both governmental and NGOs, will serve to improve the health of all populations, reduce disparities throughout the world, and support efficient and effective health systems in high, middle, and low-income countries.

Our Mission

The program's mission is to produce public health professionals who will become leaders in global health and who have integrated knowledge and training in epidemiology, biostatistics, social sciences, health and environmental sciences, health services management, and public health policy, and who are capable of applying it to a diverse range of public health issues in multicultural environments.

Our Objectives

- To prepare students to work in public health practice in general, and global health in particular.
- To endow students with the knowledge of public health at a global level.
- To produce a cadre of future leaders in global health, health systems, and administration.
- To endow students with theoretical knowledge and practical tools to deal with multicultural issues in public health.
- To prepare students with the skills to identify and assess the health needs of diverse multicultural populations.
- To prepare students with the skills to plan, implement, and evaluate policies and programs to address these needs.
- To provide students with an invaluable opportunity to learn about health inequalities based on poverty, ethnicity, religion, immigration status, and gender around the world.
- To provide students with field experience that will build skills, knowledge, and unique perspectives, which can be applied to future careers.
- To strengthen the public health research environment with knowledge exchange and translation.

- To help students understand the conditions for the protection and promotion of the health of communities and their environments in different settings.
- To develop in students the capacity to organize, analyze, interpret and communicate knowledge in an applied manner.
- To develop and enhance personal and organizational leadership skills.
- To familiarize students with the knowledge of the international organizations involved in public health (WHO, UNICEF, UNFPA, UNAIDS, ECDC, CDC, Red Cross and Civil Society Organizations, CSOs).
- To contribute to improving the health of all peoples of the world.

Our Values

- Promote health equity, social justice, and reductions in health disparities globally
- Promote health as a human right

Competencies

The Program is committed to the development of a competent, globally developed public health workforce. In that regard, 27 competencies have been identified that the program strives to develop for each graduate. These competencies have been incorporated into the curriculum and are measured and evaluated.

Evidence-based Approaches to Public Health
1. Apply epidemiological methods to a breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice
Public Health & Health Care Systems
5. Compare the organization, structure and function of health care and public health systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
Planning & Management to Promote Health
7. Assess population needs, assets and capacities that affect communities' health.
8. Apply awareness of cultural values and practices to the design or implementation of public health programs
9. Design a population-based project, program or intervention
10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs
Policy in Public Health
12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for programs and political, social and economic, policies that will improve health in diverse populations

15. Evaluate policies for their impact on public health and health equity
Leadership (Foundational)
16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges
Communication
18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content
Interprofessional Practice
21. Perform effectively on interprofessional teams
Systems Thinking
22. Apply systems thinking tools to a public health issue
GLOBAL HEALTH
C1. Demonstrate the skills to collaborate and/or partner, especially with NGO's and/or GO's in a domestic and/or international setting
C2. Promote innovation and organizational learning in all settings and in the LMIC setting promote local organizational self-reliance
C3. Demonstrate knowledge and skills related to the unique health issues affecting Low and Middle Income Countries (LMIC)
LEADERSHIP (Concentration)
C4. Apply social justice, human rights, and culturally appropriate principles in a domestic and/or global health setting
C5. Demonstrate skills in resource allocation

Program goals, measurable objectives, and targets

The International MPH program is accredited by the US Council for Education in Public Health (CEPH). Within this framework, a number of evaluation measures are in place:

Evaluation measures	Data collection method for measure
Goal 1: Instruction – Educate an international group of students committed to advancing global health	
Measure 1: Student self-assessment of competencies in Global Health	There is a formal student survey conducted as they enter the program and then as they complete the program regarding their personal assessment of competency in 27 areas. The average of these base-line competencies in Global Health will be compared to the program completion competencies. Additionally, themes will be developed from this document to analyze and synthesize this data for meaningful use to alter program curriculum.
Measure 2: Student self-assessment of competencies in Leadership	There is a formal student survey conducted as they enter the program and then as they complete the program regarding their personal assessment of competency in 27 areas. The average of these base-line competencies in Global Health will be compared to the program completion competencies. Additionally, themes will be developed from this document to analyze and synthesize this data for meaningful use to alter program curriculum.
Measure 3: Student sensitivities and skills in a multi-cultural contexts	<p>Each student has exam questions (Leadership and Global Health Systems courses) that relate to multi-cultural sensitivities & skills. The group results of those exam questions (the mean number of questions answered correctly) will be collated, studied, and presented to the Curriculum Committee.</p> <p>A Program Evaluation is done by each student at approximately 6 months into the program and again at the conclusion of the program. Question #11 poses a 5-point Likert scale to the following: <i>“The Program promoted multi-cultural approaches”</i></p>
Measure 4: Some graduates will have jobs in global health	An alumni survey is conducted by the program coordinator, supervised by program leadership. Each graduate is asked if they have a job in global health. The Program accepts the student’s definition of “a job related to global health”. The data is collated and presented to the Program leadership. In addition, it is discussed by the Curriculum Committee and/or the Assessment Committee.
Measure 5: Multinational composition of students in the Program	The Program annually tracks the number of countries represented in the class. This information is collated and reviewed by the Strategic Planning Committee with potential for altering marketing of the Program.

Goal 2: Research – Advance global health research at the faculty and student level	
Measure 1: Program faculty will do research in global health	A faculty questionnaire has been developed by the program leadership. It is sent out annually (beginning in the 2 nd year of the program) by a key faculty member, collected, and collated by her, then presented to the program leadership and ultimately the faculty of the program at a Curriculum Committee meeting / Faculty meeting.
Measure 2: There will be public health grants submitted with global health components	A faculty questionnaire has been developed by the program leadership. It is sent out annually (beginning in the 2 nd year of the program) by a key faculty member, collected, and collated by her, then presented to the program leadership and ultimately the faculty of the program at a Curriculum Committee meeting / Faculty meeting.
Measure 3: Students will participate in research projects in global health	Students are surveyed annually by the CEPH Coordinator or the Program Coordinator. That data is collated by the CEPH or Program Coordinator and presented to program leadership as well as being presented to the Assessment and/or Curriculum Committee.
Goal 3: Service – The goal is to serve in Israel and other appropriate countries through the involvement of faculty and students	
Measure 1: Students will participate in non-credit community activities	Students are surveyed at ~ 6 months and at the end of the program to identify who has been doing volunteer work. This is reported to the Evaluation Committee and potentially to the Strategic Planning Committee.
Measure 2 Student will perceive value to a service (volunteer) public health activity	Students are surveyed at ~ 6 months and at the end of the program to identify if their volunteer activities have enhanced their education and how. This is reported to the Evaluation Committee and potentially to the Strategic Planning Committee
Measure 3: Faculty will demonstrate involvement in service activities	Faculty will be surveyed annually to determine how many (and what) service activities they have been involved with. This information will be collated, analyzed and is reported to the Curriculum Committee.

Program Outline

- Three semesters (fall, spring and summer) for completing coursework, an Applied Practice Experience (Practicum), plus completion of an Integrated Learning Experience (Capstone) project. Please note that the Integrated Learning Experience (Capstone) project can be completed abroad.
- Individuals may enroll separately in any individual semester for credit.
- Once they have completed the MPH program, students may elect to also complete a thesis for credit towards a doctoral degree program.

Global Health Leadership and Administration		
Requirements for MPH Degree		
Course number	Course name*	Credits (if applicable)
Core Knowledge Area		
286.4706	Biostatistics A	2
286.4708	Biostatistics B	2
286.4720	Epidemiology & Analysis of Epidemiological Data	2
286.4721	Environmental & Occupational Health	2
286.4700	Introduction to Global Public Health (including social determinants of health)	2
286.4734	Theories & Models of Health Behavior	2
286.4702	Israeli Healthcare System & Decision Making in The Health System	2
286.4705	Human Rights & Public Health Ethics	2
286.5700	Applied Practice Experience (APE) [Practicum]	2
286.5711	Integrative Learning Experience (ILE) [Capstone]	3
		21
Required Concentration Courses		

286.4725	Research Methods	2
286.4160	Global Health Systems	3
286.4740	Health Economics	2
286.4746	Health Systems Finance	2
286.4741	Organizations & Management	2
286.4742	Leadership & Management	3
286.4744	Leadership Seminar Series	3
		17
	Electives (minimum of 6 credits)	
286.4750	Vaccines	2
286.4770	Current Dilemmas in Maternal & Child Health	2
286.4166	Drugs & Society	2
	Meta Analysis	2
		6
	TOTAL CREDITS	44
*Also include any requirements for degree completion that are not associated with a course (e.g., 25 hours of community service).		

Course Descriptions

Core Courses

- **Introduction to Global Public Health (including social determinants of health) (2 credits):** This course examines major global health challenges and introduces students to core concepts and theories in global health. Students will be introduced to the world's vast diversity of determinants of health and disease including those related to the social, and physical environmental and health care systems.

- **Theories & Models of Health Behavior (2 credits):** This course will provide an overview of the psychosocial determinants of behavioral risk factors that affect health. The course will address the major psychosocial models and theories used in the field of health promotion and the role of psychosocial factors in predicting a range of health-related behaviors.

- **Environmental & Occupational Health (2 credits):** This course provides an overview of the long-term effects of environmental and occupational health risks. The course examines a variety of environmental hazards and influential factors and interactions with public health. The course also addresses workplace, community, home, regional, and global problems.

- **Epidemiology & Analysis of Epidemiological Data (3 credits):** This course offers an introduction to the principles, concepts, and methods of epidemiologic research. The course will introduce the basic measures used in epidemiology and will discuss epidemiologic study design and analysis. The course will also address special topics such as outbreak investigations, screening, and the role of epidemiology in public health.

- **Biostatistics A/B (4 credits total):** These courses will cover fundamental statistical concepts related to the practice of public health: descriptive statistics; probability; sampling; statistical distributions; estimation; hypothesis testing; chi-square tests; simple and multiple linear regression; one-way ANOVA. The courses will also include an introduction to statistical analysis and data management software.

- **Israeli Healthcare System & Decision Making in The Health System (2 credits):** The course will discuss health systems structure, uncertainty and various decision-making models relevant to the system. After reviewing the key stakeholders in the Israeli health system, we will follow the decision-making

process of various players in the system – patients, physicians, managers, pharmaceutical industry, insurers and governments. Recent news about the health system in Israel and elsewhere will be used as case studies.

- **Human Rights and Public Health (2 credits):** This course will address a range of issues in public health ethics concerning human rights. The first part of the course will provide an introduction to key ethical frameworks and concepts relevant to the interactions between human rights and public health. The remainder of the course will examine the impact of health policies and programs on human rights and will consider ethical dilemmas in several areas, including: 1) questions of autonomy and paternalism; 2) communicable diseases – screening, treatment, notification, quarantine; 3) health promotion & disease prevention; 4) Non-communicable diseases – smoking and obesity; and 5) research ethics.

Concentration Courses

- **Research Methods (2 credits):** This course will provide an overview of research methods used when conducting public health research. This course enables students to develop an understanding of research methods and in designing a research project, choosing and performing appropriate methods, and assessing the strength of a study.
-
- **Global Health Systems (3 credits):** On completing the class, graduate students should be able to: Understand the foundations of health systems, how political philosophy affects health systems, compare health systems in high, middle, and low income countries, understand economic factors that influence health systems, identify best practices in health systems that would serve high, middle, & low income countries, conceive models for an “ideal” health system, develop a model for an improved US health system, develop leadership skills and knowledge to advocate for an improved health system. The course will also introduce the Israeli health system and address its strengths (and weaknesses).
-
- **Health Economics (2 credits):** The course acquaints students with the latest information in the field of health economics, presents examples of the use of tools of economic analysis in the field of medicine and healthcare, and trains students to understand discussions of the topic and to use these tools in their work.
-
- **Financial Economics (2 credits):** The first part of the course is aimed to provide basic and general tools in finance such as nominal, real, and effective interest

rate and the use of net present value to evaluate the profitability of investment. The second part is aimed to address the unique elements in finance which are relevant to healthcare systems such as managing risk, budgeting, financial reporting, how healthcare is financed, and the significance of for-profit versus not-for-profit business models.

- **Organization & Management (2 credits):** This course covers the basic elements of organization and management. On completing the class, graduate students should be able to: apply management problem-solving skills to improve functioning of organizations and agencies in health systems, and demonstrate leadership, team-based collaboration, and conflict management skills.

- **Leadership & Management (3 credits):** Students will learn to differentiate and analyze different leadership styles, their strengths and weaknesses, demonstrate skills in leading change efforts and running meetings. Students will attend a bi-weekly seminar to meet with leaders (both within the healthcare system and in other fields) to learn about the challenges, successes, and practical applications of leadership.

Elective Courses

- **Vaccines (2 credits):** This course will cover the basic elements of vaccines. It will discuss issues regarding vaccines and vaccine safety: the history, science, benefits, and risks of vaccines, along with the controversies and debates surrounding vaccines.

- **Current Dilemmas in Maternal & Child Health (2 credits):** This course will emphasize critical health problems of women and children in developed and developing countries in social, economic, and cultural contexts. Students will learn about the development of maternal and child health programs to address these issues.

- **Drugs & Society (2 credits):** An important social problem facing our society today is that of drug use/abuse. This problem cuts across all cultures, as well as across social class, gender, and ethnic groups. It affects the economy of the country as a whole and the well-being of individuals, families and the communities in which they live. In order to understand this problem better, this course attempts to place "drugs" in a sociological perspective and through using the sociological imagination.

- **Meta Analysis (2 credits):** This course builds on the subject matter from Research Methods. It reviews the methodology of systematic reviews and focuses on meta-analysis, a quantitative approach for systematically combining the results of previous research in order to arrive at conclusions about a body of research.
-

Other Required Courses

- **Leadership Seminar Series:** A specific curriculum in Global Health Leadership will be conducted throughout the entire 3-semester experience. This program will focus on personal professional development of future leaders in global health. The graduates of this program will have a sophisticated understanding of global health care organizations – governmental, non-governmental, and international. They will seek to develop the personal skills needed to play leadership roles in these and other organizations.
- **Applied Practice Experience (Practicum):** The Applied Practice Experience prepares students for employment in the field of public health and offers students the opportunity to synthesize and integrate knowledge acquired through their academic studies and apply that knowledge. It is a structured and supervised professional experience with an approved agency for which students receive academic credit. Students will work typically as a member of a team. Although observation of the team's efforts may be an essential aspect, it is not adequate; they must be actively involved, as a team member, in a health process in a global setting.

Students are required to complete at least 150 hours of hands-on practical experience at an organization, institution or program that is engaged in the prevention of disease, health promotion, health policy development, health service delivery or research in a global context. Student placement is based on his/her career interests, and students are given assignments and projects of significant responsibility under the guidance and mentorship of a supervisor.

Examples include: Working at the Israeli Ministry of Health regional office; conducting interviews/research at a health plan hospital or clinic; developing a health intervention program; working at a community-based organization.

- **APE Course Objectives or Expected Learning Outcomes:**

1. Observe – The student will observe the activities of the team to learn the mission of the organization, how that mission is operationalized, how the team interacts, and how successfully it accomplishes its goals
 2. Reflect – The student will put the team’s activities in the context of what they have already learned in a traditional didactic setting. They will compare and contrast the reality of the internship versus the theory based approaches learned didactically.
 3. Participate – the student will participate actively in the team’s process. They will have assigned tasks and be responsible for completing those tasks.
 4. Perform - As a team member in a global health program, the student will be expected to make a contribution to the advancement of the team’s efforts. This contribution must be within the existing skill set held by the student; the student should not be expected to have responsibilities they are not prepared to accomplish properly. Passive observation is not an adequate level of involvement on the team.
 5. Report – Upon reflection, the student will take the experience of the GH Practicum and correlate it to the learning that has occurred didactically. They will report this – in a “Portfolio Approach” – to their academic supervisor. The student’s efforts will be confirmed by the on-site supervisor who will also submit a brief report to the academic supervisor on the student’s activities.
 6. Students may become involved at more than one site/project to accomplish the APE.
- **Integrated Learning Experience (Capstone):** All I-MPH students are required to complete the Capstone as part of their MPH curriculum. The Capstone is a culminating experience that focuses on integrating public health concepts, course content, and knowledge gained throughout the three-semester degree program. This three-credit experience allows for a variety of options, but most often is completed in the form of a project, policy analysis, or professional report in which students ask a question about a global health or global health leadership problem or issue and seek an answer. In the process, students will demonstrate the use of at least 4 program-based competencies that show the synthesis of skills and knowledge that are consistent with a fully prepared MPH candidate. Sample student projects can be found on the program website.

Admission Requirements and Prerequisites

Academic Prerequisites:

A bachelor's degree from an accredited university.

General Admission Requirements:

- Minimum grade point average (GPA) minimum GPA of 3.0, or average 80%
- Copy of diplomas from all undergraduate institutions where you earned a degree. Must be translated to English alongside the original language.
- Official certified (sealed) transcripts from all undergraduate and graduate institutions where you earned a degree. Must be translated to English alongside the original language.
- Proven competence in English. Contact admissions at infograd@univ.haifa.ac.il for information regarding exemptions. Candidates who have not graduated from an academic institution where the language of instruction is English, or who are not native English speakers, must submit ONE of the following to prove a high level of English proficiency:
 1. General GRE scores taken within the last five years
 2. Official TOEFL scores or other official English proficiency exam scores (e.g. IELTS)
 - Minimum score 550 for paper-based test
 - Minimum score 213 for computer-based test
 - Minimum score 80 for Internet-based test

Test scores may be submitted electronically to the University of Haifa (school code: 0955). Alternatively, you may send the International School the original or authorized copy of your test score.

3. Israeli applicants may submit scores from the official University-administered English exam.
 - At least two letters of recommendation from either academic (i.e. a professor) or professional (i.e. a supervisor) sources, either through the system of registration, email, or find form [here](#). We do not accept personal references.
 - CV/Resume
 - Copy of valid passport & six passport-sized photos
 - *Medical form completed and signed by licensed physician, found [here](#)

- *Health insurance [registration form](#) (*upon acceptance*). Instructions, found [here](#)
- *Terms and Conditions contract
- Personal Statement: Your statement of purpose should be a concise, well-written essay about your educational/professional background and reasons for pursuing a graduate degree in public health. This essay should be approximately 500-750 words in length.

You should provide information about:

- Your background as it relates to your academic and professional goals.
- The motivating influences that inspired your interest in global health leadership and/or health administration.
- Your future educational/career goals and objectives.
- How an advanced degree will help you to achieve your educational and career objectives.
- How your personal or academic background and experiences will bring a unique perspective to the program and positively contribute to the Global Health Leadership & Administration community.

*Requirement for International Applicants only

Grading Policy

Academic Information - University of Haifa International School

The following is the grading system in the International School at the University of Haifa:

A+ = 97-100; A = 93-96; A- = 90-92;

B+ = 87-89; B = 83-86; B- = 80-82;

C+ = 77-79; C = 73-76; C- = 70-72;

D+ = 67-69; D = 63-66; D- = 60-62;

F = Below 60.

There is no pass/fail option in the International School.

Grading Policy – I-MPH

Grading should serve both faculty and students as a way to differentiate among students and specifically at the graduate level to identify those who have invested more in the program and produced excellent work, to get credit for their demonstrated skills.

The I-MPH needs to recognize both University of Haifa grading standards as well as those from CEPH accredited programs in the US. **In this program, in a required course a final course grade of 60 - 69 will require that the course be repeated or remedial work done to receive credit from the program.**

Grading for graduate programs recognizes advanced education of students. All admitted students are expected to pass each course and complete the I-MPH. Exceptional students should be recognized for their performance with grades that acknowledge their success.

In the I-MPH, grading is done on a scale of 0 – 100 with 100 being the highest score. We characterize the scores in the following manner:

97 - 100	Exceptional
93 - 96	Outstanding
90 - 92	Excellent
87 - 89	Very Good
80 - 86	Good
70 - 79	Satisfactory
60 - 69	Unsatisfactory. Course must be repeated or remedial work done to receive credit
< 60	Fail. Course must be repeated

Academic Advising

Our MPH program is operated in a cohort model. Each academic year a new class enters, in the fall. After they have been accepted to the Program, they are provided with a welcome email, and invited to interact with us for advising. We make it clear to them that both Professor Green and Professor Schuster are available to any of them as they choose. They can relate to either the Director or the Co-Director or both. Professors Green and Schuster remain in contact with each other regarding student advising.

Students are encouraged but not obligated to meet with the Director, Co-Director or both. As both Professors Green and Schuster teach a number of courses, they are informally available to them very easily. Professor Schuster, while in the US, holds Skype advising meetings with students as they request them. Additionally, they are available more formally for appointments with the students.

The Program leadership has met with all of the students individually in one format or another. Likewise, the Director and Co-Director meet with all of the students regarding their APE and ILE. These meetings allow for informal advising to occur as well.

Finally, as a cohort model with only one concentration, students don't have too many advising issues. The Program does offer a number of electives that are specific to the program. Any student can take any of these electives; there are no prerequisites. The students are encouraged to take as many electives as they can handle – there are no added costs to taking extra courses – which again simplify the advising process.

If students do not meet the requirement of a minimum final course grade of 70 or above, apart from being required to repeat the course or do remedial work, the student will be invited to an academic advising session. This is optional, the student may set up a session or may choose not to do so.

Career Advising

Formal Career Advising / Counseling is done by the Program Director and the Co-Director. During the 3rd (final) semester, the Co-Director (Prof. Schuster) meets by appointment with each of the students and reviews their Career Planning. The student is sent a form in advance (this form is reproduced below) and asked to complete the form in advance of the meeting. This serves as the basis for a career planning discussion.

UH - I-MPH Career Planning Form	
What career do you want to have:	
	Upon completion of the MPH?
	5 years after completion of the MPH?
	10 years after completion of the MPH?
Competencies:	
	What competencies did you have before starting the MPH?
	What added or strengthened competencies will you have upon completion of the MPH?
Skills:	
	What skills did you have before starting the MPH?
	What added skills will you have upon completion of the MPH?
How will you use your leadership skills & competencies?	
Where do you want to be working (geographically)?	
What type of institution would you like to be working in?	
What contacts / connections do you have?	
What contacts / connections do you need?	

In addition to this structured career planning meeting, both the Program Director and the Co-Director meet with the students routinely before and after the formal career planning

meeting. The I-MPH faculty are certainly welcome to provide additional career counseling; they do this with some frequency, but that is not measured. Some students require multiple encounters.

Students are invited to a two-session series on CVs and use of LinkedIn as a networking and career development tool.

The school or program provides accessible and supportive career advising services for students. Each student, including those who may be currently employed, has access to qualified faculty and/or staff who are actively engaged, knowledgeable about the workforce and sensitive to his or her professional development needs and can provide appropriate career placement advice. Career advising services may take a variety of forms, including but not limited to individualized consultations, resume workshops, mock interviews, career fairs, professional panels, networking events, employer presentations and online job databases.

The program provides such resources for both currently enrolled students and alumni. The I-MPH alumni Facebook group regularly features job opportunities shared by the Program Coordinator as well as alumni.

The university's [Center for Career Development](#) is also available to students, however services are primarily provided in Hebrew and oriented towards the Israeli job market.

Student and Faculty Committees

As future global health leaders, we would like to use not just the classroom to train you for the skills you'll need to develop for your career, but the structure of the program itself. To that end, we invited students to serve on the committees which take a role in assessing the curriculum, courses, potential future candidates, and more. Students can request to join the student committee by being in touch with the program Co-Director, Richard Schuster.

Admissions Committee

The Admissions Committee reviews all applications. There are at least two students on the Committee and each rotates reviews. Based on University rules, the Program Director and Co-Director review all transcripts and judge if the applicants are academically qualified. Then the transcript information is removed from the application and forwarded to the student committee member reviewing the application. A majority vote results in acceptance to the Program. Any member of the committee can propose changes. The Committee does not formally meet to make admission decisions. Admissions decisions are made generally by electronic communication.

APE committee

This Committee reviews the Applied Practice Experience (APE) or Practicum. It reviews the individual experiences the students have and helps to identify potential APE sites. There is one student committee member. The Committee meets twice a year.

Assessment Committee

The Assessment Committee reviews the feedback provided to the Program from student evaluations. There are always two students on this committee. The University Student Association has a standardized, computerized form that students complete upon completion of a course. That information is compiled and sent to the faculty member as well as the program leadership. In addition, individual faculty are encouraged to create their own evaluations and they are likewise reviewed by the Committee. Finally, there is a Program Evaluation that is conducted by the Committee mid-way through the program and at the end of the Program; it is likewise reviewed by the Committee and potentially modified in the Committee process. The Committee meets about twice per year. Decisions are made by majority vote (when a vote is needed) and the students have equal votes to faculty.

Curriculum Committee

This Committee reviews the curriculum of the I-MPH and makes changes / adjustments of courses. Likewise, the Committee reviews student perceptions of competence and other evaluative information. It consists of the faculty teaching the non-elective courses plus two student representatives. The entire non-elective I-MPH faculty makes a “Committee of the Whole”. Any member of the Committee (including students) can present issues of concern or proposals for change. The Committee meetings take place 2 to 3 times a year.

End of MPH process

Deadlines

Deadlines from grading perspective: August 30, for APE; October 30, for ILE presentation (see the syllabi for intermediate deadlines and more details – as described in the syllabi, late assignments will be subject to grading penalties, unless otherwise agreed in advance)

Deadlines from administrative perspective: if students do not hand in all assignments by January 22 of the following year, they will need to be registered for an additional semester.

Note that for administrative reasons this applies to international students if they didn't hand in all assignments by November 30.

Registration for the additional semester usually does not involve additional fees, unless the student has outstanding debts with the Finance Department (in that case, it requires payment of those debts)

Registration for the additional semester only allows handing in of additional assignments, it does not allow you to take additional courses (unless arranged in advance due to the need to retake a failed course)

If students still have outstanding assignments after the additional semester (ending February 28), they will need to be registered for another 1 or 2 additional semesters, as needed. Note that this will delay your reception of an official diploma by 1 year. In total, I-MPH students can be registered in this way, usually with no additional fees, for up to 1 academic year following the I-MPH program i.e. until November 30 of the year *after* they complete their coursework.

Registration for additional semesters is done by the School of Public Health coordinator, Maria Liberzon. **Students who expect/realize that they will require additional time should let Maria know in advance to enable their registration. In parallel they should ensure there is an agreement with the Program Directors in order to avoid grading penalties.**

Always check updated dates for the next academic year.

Diplomas and transcripts

The graduate's diploma will be available in July the year after program completion (for students who have completed everything by February – if later than that, the diploma

will only be available one year later). Students needing an official transcript before then can request one from the School of Public Health coordinator, Maria Liberzon.

An unofficial grades list can also be downloaded directly from the student portal: <https://stud.haifa.ac.il/irj/portal> (the interface is in Hebrew but can be translated to English using the Google Translate extension. Go to: Forms and printouts → Print grades → select the year). Note that the grades list that is generated will be mostly in Hebrew, except for the names of the courses.

Always check updated dates for the next academic year.

Thesis option

I-MPH graduates who want to write a Master's thesis need to be registered in the "Preliminary research [pre-PhD] study track".

Note that this is actually not a continuation of the I-MPH, as the I-MPH is a non-thesis degree. This is a separate program with its own admission requirements. Here is the description of this study track (in Hebrew):

<https://publichealth.haifa.ac.il/he/phd-preliminary-track> (I-MPH graduates fall in category 2 of the program, since they are public health graduates).

In Hebrew this program is called: מסלול לימודי מחקר מקדים

While this program is not part of the I-MPH, here is an outline of key information so that students are aware of prerequisites, fees and the application process.

Prerequisites

1. **The student must have completed their I-MPH** prior to applying to the Preliminary Research (pre-PhD) study track. This means that the student must have completed all required exams, submitted all required assignments for the MPH, and received all grades, allowing the School of Public Health to close their MPH student file (this includes filling in the 'closing of the degree' form, which the School of Public Health will send you once you finish all requirements).
2. The **grades pre-requisites** are a grade average of minimum 90 overall in your MPH, a minimum grade of 90 for the ILE (capstone project) specifically, and a minimum average of 85 for the courses Epidemiology, Biostatistics and Research Methods.
3. Prior to applying to the Preliminary Research (pre-PhD) study track, **the student needs to find a thesis advisor who agrees to mentor the student and agrees on the thesis topic**. The topic may be the student's or the advisor's idea, and the advisor must agree to it. The advisor may require the student to take additional courses. See more about advisors in the document "Guidelines for submission of proposal and thesis."

Applying to the Preliminary Research (pre-PhD) study track

1. Start by informing the School of Public Health coordinator (Maria Liberzon) that you want to apply to the Preliminary Research study track to write a thesis, and informing her about your thesis advisor. She will ensure your I-MPH file gets closed, and advise on next steps.
2. Apply formally:

If you have an Israeli credit card, you can sign up using the online portal (which is in Hebrew): <https://applicants.haifa.ac.il/adm/#/>

At the 5th stage of the application form, you need to indicate which program you are applying for. You should select *3rd degree → Public health → Completion [of PhD prerequisites] / preliminary research*

In Hebrew that is: תואר שלישי ← בריאות הציבור ← השלמות, מחקר מקדים

Note that there is an application fee. If you do not have an Israeli credit card, instead of the online application you can get a paper form from the Responsible for Registration of Graduate Students of the Student Administration Division, located in the Student House (in the Hatter Student Building), 1st floor, Room 102 (contact: Roi Kahanovitz, rcahano1@univ.haifa.ac.il). In this case you will have to pay the application fee at an Israeli post office (by cash or cheque).

Tuition fees Preliminary Research (pre-PhD) study track

Once you have been accepted into the study track, you need to pay the tuition fees. Students studying as part of preliminary research studies pay a tuition fee that is composed of the following:

- 10% of the full, regular tuition
- 2% for each semester hour of courses (this is in case the student takes courses – for recent MPH graduates this might not be necessary, but it depends on the thesis research methods and the agreement with their thesis advisor)*
- Some small ancillary fees

This is described by the Department of Student Services and Tuition [here](#).

For students who don't take courses, they can expect the total amount to be close to 1,000 USD (per year). Actual fees vary per year and should be checked with Tal

Wintman-Nemirovsky, PhD Studies Coordinator of the Graduate Studies Authority: twintman@univ.haifa.ac.il. For those who do not have an Israeli credit card, tuition fees will need to be paid by bank transfer in USD or in EUR (not in NIS), or can be paid via the post office as well.

**Thesis advisors may request that the student take one or more additional courses as necessary related to the thesis and its research methods, such as advanced epidemiology, advanced biostatistics or qualitative research methods. Note that these are usually only available in Hebrew.*

More information about the thesis itself

Once you are registered as a Preliminary Research (pre-PhD) student, you have one year to write your thesis proposal, get it approved, perform your research and write your thesis.

Students can find the guidelines regarding thesis advisors, thesis proposal, thesis content and format, publishing the thesis as an article in a peer-reviewed journal, and related forms in the English-language document “[Guidelines for submission of a thesis research proposal and the final thesis](#)”. Note that the grade pre-requisite, the multi-year timeline and the timetable in that document are not relevant for the Preliminary Research (pre-PhD) study track (they are for students in the Hebrew-language MPH degree thesis track), but the information regarding advisors, proposal and thesis format is valid.

Additional information in Hebrew can be found in the School of Public Health’s page on graduate students thesis writing:

<https://publichealth.haifa.ac.il/he/2014-04-01-14-01-53>

Alumni Relations

As part of creating a global network, keeping in touch with our alumni is important for the program, current students, and alumni.

Social Media

The program coordinator manages an alumni Facebook group. Jobs are periodically posted by alumni or the program coordinator, and alumni can share articles, developments, and successes. We also maintain a LinkedIn page, where alumni can keep up to date on the program's happenings.

Google Drive Alumni Resources

We maintain a Google Drive folder with alumni resources including contact information. We do our best to keep information up to date, and kindly ask that our alumni cooperate in these efforts.

Community Webinars

An initiative that was begun during the Covid-19 pandemic, our community webinars are a way for current students, alumni, local public health leaders, and guest speakers to learn from each other, keep in touch, and network. The Webinars are held several times a year, and typically include two speakers (at least one of which an I-MPH alum), followed by some open socializing time. The webinar format allows for individuals from across countries and time zones to join.

Alumni Networking

The program does its best to keep track of alumni's current positions and locations. When relevant, we are happy to connect between students and alumni who might share similar interests, roles, or more. We are working on our first alumni newsletter at the time of the writing of this handbook.

General Information

Tuition and Financial Aid

Please see the program website for current tuition and fees. There are some sources of financial aid available to students who choose to study at the University of Haifa. For a list of scholarship options, please see the program website.

Application Procedure

Applications are processed on a rolling admissions basis; we review and accept applications as soon as the complete application file is received. To secure a spot in the program, we encourage students to apply as early as possible. Applying early will also ensure better chances of obtaining financial aid and dormitory reservation in case they are relevant (see applicable International School deadlines).

All transcripts and diplomas can be sent by email so the application process moves faster. BUT – your official transcripts MUST be provided before the beginning of the academic semester at the latest (whether sent via post, or provided upon arrival). Your official diploma is ONLY necessary if the official transcript you provide does not have a "Degree Conferred Date", or does not list the Degree Awarded and which date it was awarded on. If your official transcript does provide this information, a scanned and emailed copy of your diploma is sufficient. Whenever possible, we recommend that you provide your original documents via mail as soon as possible rather than waiting to provide your documents in person. If you have completed your Undergraduate Degree, please submit your final transcript with your final GPA. If you are still completing your Undergraduate Degree, please send your most updated transcript until you obtain your final transcript.

International student applications are submitted through an online application system that is managed by the International School. We do not accept paper-based applications. Israeli student applications are registered via the Israeli applications portal, or alternatively scanned and emailed through the Graduate Studies Department.

Housing

All international students who are enrolled in a full-time program of study are eligible to live in the campus dormitories alongside other international and Israeli students. The University of Haifa offers apartments of three or six single rooms, each with its own bathroom, and a shared kitchen and living space. The dormitories provide many facilities for student's use.

Program Schedule

The Program sets its own schedule based to some degree but not absolutely on the University Schedule. It is critical for students to confirm the exact dates with the program administration. The Academic year begins with the Orientation dates planned by the University of Haifa International School.

The Program has its own orientation at the time of the International School Orientation and courses begin as the others do at the University. Dates published by the International School for the END of the semester do not include exam dates. Students must confirm the conclusion of the exam schedule, not just the International School posted "End of Semester" dates before planning their own schedules.

The Spring Semester is similar to the Fall Semester, in that it begins with the University, but the end date does NOT include the exam schedule.

The Summer Semester is a complete semester for the I-MPH and has dates that are completely independent from the University. The I-MPH summer schedule begins BEFORE the University dates and ends BEFORE the University dates.

Students *may* complete their Integrated Learning Experience (ILE) after leaving the University at the end of the I-MPH summer classes. [See the ILE Syllabus for details on completion of the ILE.] The ILE must be completed (as well as all other course requirements) prior to graduation.

Campus Life

The manageable size of the campus exposes international students to the full range of events and activities taking place throughout the academic year. Students at the International School are strongly encouraged to participate in the variety of activities including concerts, fitness classes, salsa and Israeli folk dancing, lectures and conferences on various topics and sports competitions. In the International School, we promote the diverse religious and ethnic self-expression of all our students and help them find their own unique connection to Israel. The campus is a mix of secular and religious Jewish native Israelis, new immigrants from the former Soviet Union, Ethiopia, North and South America and Europe, and Israelis whose religious and ethnic backgrounds are Muslim, Christian, Druze and Bedouin.

Social Activities

The University of Haifa International School offers a range of optional co-curricular activities for students participating in the various international programs. An experienced staff of student activity coordinators prepares an extensive itinerary of trips and tours,

which offer students an enlightening view of Israel, its people, natural beauty and cultural sites. Visiting lecturers come to speak on various aspects of life in Israel, including politics, security, religion, culture and other topics of interest to the students. Some activities may require additional fees.

Cultural Immersion

The International School makes every effort possible for students to experience Israeli society. Israeli students will be enrolled in the program with international students, and international students will live alongside Israeli students in the campus dormitories. Students can take advantage of volunteer opportunities both on and off campus. Students may request to join a local family for a festive meal on holidays and the Sabbath, which is rewarding for both the student and the families involved.

Formal Student Complaint Procedures

University level

Students are invited to approach the Dean of Students (by appointment). The Program Director of the Student Referrals Section has student office hours every day, but students can also contact this office by phone or in writing. Every appeal is checked with the party dealing with the particular situation and a response is conveyed to the student.

The Students Ombudsman handles petitions that have previously been clarified at the levels entrusted with operating the systems at the University (including the Office of the Dean of Students) but have not found a satisfactory solution. The Students Ombudsman is authorized by the University President and the Rector to take action.

I-MPH Level

The Program Director of the I-MPH meets with students. The Program Director generally holds one or two meetings a year for the express purpose of allowing students a forum in which to give their feedback, and so that the Program Director can address their questions and/or complaints on a variety of subjects. The Program Director resolves any issues that are within his/her authority to handle, based on their judgment. In the event that a complaint refers specifically to a lecturer or style of teaching, the complaint is brought to that lecturer, who is given the opportunity to rectify the situation.

Note that students are surveyed each semester, as well as at Mid-Year and End of Year to provide their anonymous feedback on the program and its courses.

Security

The safety and security of all students are a primary concern of the University of Haifa. All campus and dormitory entrances are guarded and all off-campus activities are organized and run in consultation with the relevant security authorities. While enrolled in a program at the International School, all full-time students are required to rent a cell phone through a recognized supplier. It is important that we will be able to reach each and every student both with practical information and in case of emergency. Health insurance for all international students under the age of 65 and with no pre-existing conditions is included in the cost of the program. The University of Haifa has a crisis management and evacuation plan in place.

During times of increased tension, the International School and I-MPH program requires all students who wish to travel outside of Haifa to clear all details of their planned trips with them in advance and remain in constant contact during their travels. This includes any weekend travel outside of the city. This is less because we anticipate any immediate danger and more so that we can stay in control of events as far as the students are concerned.

We also ask all students to make sure that our office has their updated contact information, i.e. email address and Israeli cell phone number. It is an unfortunate fact of life here in Israel that we have had to get used to periodic outbursts of violence and have learned to deal with them calmly and professionally while ensuring the personal security of each and every student who comes to study with us.