

# Global Health Education: The Short Course Toolkit



This toolkit aims to provide members and branches of Students for Global Health with the tools and resources necessary to introduce and improve their global health short courses.

If you have any questions about the toolkit or short courses in general please contact

[ghe@studentsforglobalhealth.org](mailto:ghe@studentsforglobalhealth.org).

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# Introduction

## Who is this toolkit for?

This toolkit is for anyone who wants to run an introductory short course in global health. By running a short course you would help to educate and inspire a new generation of global health leaders and we cannot emphasize enough how much you can learn and how much fun you would have by doing so.

Although this is not a simple undertaking, and the toolkit assumes that you have a group of enthusiastic people around you who want to form a dedicated committee. Also, it is not just for the President or Education Officer of a Students for Global Health branch, but for anybody who wants to take on the challenge of running a short course. If you're new to Students for Global Health and want to run a course like this, please get in contact with us for advice and support.

## What does the toolkit provide?

The toolkit guides you through the process of running a global health short course. It is based on the experience of a small, but growing number of Students for Global Health branches who have run such courses in the past. It is intentionally non-prescriptive: Students for Global Health branches are all different, and so are the students who will attend your course. So whilst using the toolkit, you must always think about what will work best for your branch.

## How to use the toolkit

The toolkit is arranged chronologically to match the sequence of designing and running a course. Each section deals with a separate topic: design, organisation, publicity, follow-up and moving forward after your course.

## One final note

As said, if you are running or thinking about running a global health short course, please let the Global Health Education Director know at [ghe@studentsforglobalhealth.org](mailto:ghe@studentsforglobalhealth.org). Not only can they provide advice or help with any issues you are having, they can also link you with other branches who can share their knowledge, experience and resources from previous short courses and discuss how common challenges were overcome. It also helps Students for Global Health keep track of what is happening across the network and measure our impact. After all, sharing is caring!

# Acknowledgements

This toolkit was created as a revision of the previous Global Health Education Toolkit created in 2014, a tool which has aided many branches in setting up their own short courses and implementing them effectively. In updating the document we were able to update our name (from “Medsin” to “Students for Global Health”), to re-emphasise the importance of advocacy in short courses and to ensure that the toolkit was accessible.

However, this revision would not have been possible without the great work made on the previous toolkit, and to its creators we owe great thanks; Claire Nugent, Behrouz Nezafat, Cally Kilduff, Michael Tonkins, Nathan Cantley, Maria Quarashi, Adam Boggon, Charlotte Chuter and Tom Stephenson.

This revision was conducted by the Global Health Operational Team (Antonis Tofias (University of Bristol) and Danial Zainal (University of Sheffield)) and the Global Health Education Director (Iain Doig (University of Aberdeen)) - all of whom worked tirelessly to ensure that this toolkit was usable and accessible to all members of the Students for Global Health network.

We must also thank the Students for Global Health members and branches who have provided their own input, and through this we have been able to incorporate their ideas on how to make the toolkit something that they would use and find helpful.

If you would like to feedback or comment on the Global Health Education Toolkit, or if you would like to be involved in the development of similar toolkits, please email [ghe@studentsforgloabahealth.org](mailto:ghe@studentsforgloabahealth.org).

# Overview

The diagram below provides an overview of the main stages in planning and running your course, and can act as a reference while reading this toolkit.



## DESIGN

1. Form your committee
2. Set course aims & objectives
3. Choose topics
4. Identify resources for each session
5. Plan the time, collaboration & certification



## ORGANISATION

1. Book venues
2. Invite speakers
3. Form collaborations
4. Produce certifications



## IMPLEMENTATION

1. Implement your design & organisation
2. Incorporate advocacy into your course



## FEEDBACK

1. Collect & analyse the feedback
2. Follow-up as required



## HANDOVER

1. Consider running another course
2. Transfer knowledge & responsibility
3. Ensure sustainability

# Course Design

This section on course design is the longest section as it is the most important step in planning your short course. It details everything you need to consider when planning for your course. The difference between this section and the next (Course Organisation) is that the latter involves getting other people involved; your potential speakers, attendees and collaborators. Before you do this you need a well-thought-out plan.

## Forming Your Committee

First things first: you cannot run a global health short course by yourself! Below are our suggestions for your course committee.

Course Organiser	It is important to have one individual leading the team. Their job will be to chair meetings, and keep all the elements of the course in perspective.
Session Coordinators	We suggest that your course committee should consist of roughly one person per session you intend to run. This will allow one individual to take responsibility for the coordination of each session, and provide a pool of individuals to share other jobs.
Resources Officer	It is especially necessary to recruit for this role if you decide to create a course booklet, which we recommend. This person will be responsible for compiling the relevant information into a course booklet and ensuring that it is distributed to attendees.
Publicity Officer	Successful publicity requires a lot of coordination, and it's the most efficient to have one person in charge of publicising your course.
Advisors	It is important to seek advice on your short course from people with relevant experience. Such advisors may include academics at your university, chairs of Students for Global Health National Working Groups or writers of relevant policies. You may choose to ask them for suggestions on the design of your course, speakers, or for feedback on your course design.
Collaborating Organisations	Collaboration with other organisations can be particularly helpful as they tend to be experts in their field and you could invite them to design a session for your course.

Of course, it is possible to run a short course within your branch committee providing you designate these roles, but why not use the opportunity to get more students involved in Students for Global Health and form a new committee for the short course.

*At a minimum, your committee should include;  
a Course Organiser, Session Coordinators, a Resources Officer and a Publicity Officer.*

## Your Target Audience

Your target audience will influence the topics that you cover and the level of detail that you include. Therefore before you create aims and learning objectives for your course you need to think about who it will be aimed at.

Students for Global Health reflects that in order to progress in global health, our movement must be diverse and inclusive across all disciplines. In other words, global health is not just for medical students, or even just for healthcare students. Any student can potentially benefit from your course and can bring new and exciting perspectives along. Some disciplines you could consider are:

- Politics or Law
- Economics
- Social or Biological Sciences
- Healthcare (medicine, nursing, physiotherapy, midwifery, veterinary etc.)

Once you have chosen your target audience, consider how you are going to engage with them. If you target multiple disciplines you must also remember to adapt your course for different levels of knowledge and experience.

*Identify your target audience and find out how you can adapt the course for them.*

## Setting Course Aims

Having clear aims for your course is vital. These aims will guide you through the process of planning and running your course, and will provide an indicator for you to measure your success. We have provided examples of course aims to help with this but of course feel free to set aims that are important for your own course.

It might be useful to divide what you want to get out of the course into benefits for you - the organisers - and benefits for your students. Try to have two or three aims from both sets and remember to make your aims SMART (Specific, Measurable, Attainable, Relevant + Timely).

- Possible aims for course attendees;
  - To develop interest in global health
  - To teach students about a specific global health issue
  - To help students feel more confident in tackling global health issues
- Possible aims for organisers;
  - To recruit new members for your Students for Global Health branch
  - To develop your knowledge of a specific area
  - To advocate for more global health within your university curricula

*Set two or three aims for your course attendees and the course organisers.*

## Setting Learning Objectives

Learning objectives are those aims specifically concerning the knowledge of the course attendees. They are shared with the attendees for two reasons;

1. They give attendees a clear goal to the course. This will help them to frame the information that they take in and learn more.
2. They allow your attendees to be able to give objective feedback at the end of the course based on whether they think they have achieved the outcomes.

While we have provided you with an example set of learning objectives to use, it will be of more benefit to your attendees and your course if you take the time to think, read, and create your own objectives.

- Possible learning objectives; “By the end of this course attendees should...”
  - Have a better understanding of what ‘global health’ means from a local and global context to different populations
  - Be able to describe how the World Health Organisation works to help reduce global health inequity across the world
  - Have a better awareness of how the burden of disease varies across populations
  - Be aware of how they can play their part to help combat global health problems both locally and globally.

*Set several learning objectives, for example three or four, for each session you are planning.*

## Choosing Topics

There are so many topics within global health that it can be difficult to know what you should include. This is a crucial step in designing your course and you should give it serious thought. Don’t be afraid to bring in your own personal topics of interest, experience and energy!

You should have at least the broad content of the course arranged before advertising it. However, if as a team you are limited in time you can opt to focus on selecting topics for the first half of your course, selecting the second half at a later date.

There are three broad approaches you can take to decide what to include in your course:

- The Overview Approach
- The Themed Approach
- The Pragmatic Approach



## The Overview Approach

This approach prioritises the most fundamental aspects of global health, with a view to providing an 'overview' of global health for your students. An example list of topics can be found below.

Session	Topic(s)
1	What do we mean by 'global health' and why is it relevant?
2	What is the distribution of health and disease globally?
3	What health systems are there in countries around the world?
4	Who are the key players working on global health?
5	What is sustainable development and how can it be achieved?
6	Case Example: How is climate change relevant to global health?
7	What is my role in helping to reduce global health inequity?

## The Themed Approach

This approach is based on an broad theme with a cohesive set of topics. This option is very flexible. It can be kept quite broad by choosing a theme which allows you to cover the main aspects of global health in general, such as Global Surgery, with each session focusing on different angles, such as Universal Health Coverage or the Global Health Workforce.

Remember to keep the theme broad and use the resources that are available to you. Students for Global Health National Working Groups and Policy Documents are both places to gain knowledge and identify experienced individuals who may be able to provide recommendations on a certain topic.

We recommend using the national coordinated theme for you short course. This theme is updated every year and designed to align our activities as a network. Other example themes include; Child and Maternal Health, Global Surgery, the Sustainable Development Goals or Climate Change.

## The Pragmatic Approach

In this approach you allow the speaker(s) you have available through your University or local area to determine the topics you cover. In many respects this a compromise, which you should only consider having considered the other approaches.

*Decide if your course will be an overview, themed or based on local resources to plan your sessions based on the approach.*

## Designing Sessions

Once you've decided what topics you want to cover in each session, you need to pin down the details of how each session will run. This is an ongoing process, which unfolds as you engage speakers for each session, book rooms and provide resources. However, it is important to have a format of what you are aiming to achieve.

In designing each session, you should bear in mind the session leader, the topics and the audience:

- The Session Leader; whether an external speaker or a peer teacher, they will have their own ideas about how they prefer to run their session. It is important to collaborate so that there are no misunderstandings about what is to take place in the session.
- The Topic; it may lend itself to certain session formats. For example it is much easier to run a workshop about solutions to the lack of media interest in global health than it is to run one on macroeconomic development structures.
- The Participants; consider what they are expecting. Are they expecting a lecture? Will they want time to ask questions?

Example session formats;

- A lecture format with a speaker or a set of speakers followed by questions at the end. (Film screening also fit into this category)
- An interactive session, in which a speaker gives an introductory talk followed by the audience splitting into groups and exploring different aspects of the topic, ideally with facilitators to help proceedings.
- A panel discussion, in which multiple speakers give a short talk on the same issue, followed by a discussion between speakers and the participants.
- A practical workshop, in which a speaker gives an introductory talk followed by attendees taking part in a relevant action/activity. For example, putting together malaria kits that can be sent to endemic areas within countries by using materials you have brought beforehand.

Session Format	Pros	Cons
Lecture	<p>More information conveyed to attendees</p> <p>Easy to ensure learning objectives are met</p>	<p>Not as interactive as other options</p> <p>Requires speakers who are engaging to hold attention</p>
Interactive Session	<p>More interactive than other options</p> <p>Attendees are able to derive meaning from their own discussion</p>	<p>Needs more people to facilitate small group discussions</p> <p>Dependent on audience engagement</p>
Panel Discussion	<p>Provides numerous perspectives on one issues</p> <p>More engaging than one person speaking</p>	<p>Harder to ensure aims and objectives are met</p> <p>It can be difficult to ensure that speakers talk 'to' each other rather than 'past' each other.</p>
Practical Workshop	<p>Gives attendees a sense of achievement of helping to solve a problem</p> <p>Allows for potential collaborations with charities and other organisations</p>	<p>Very resources intensive and could be expensive for student societies.</p> <p>More time-intensive to ensure that everything is able to be sent away</p>

All sessions should include;

- Feedback gathered with time allowed for this.
- Social time at the end session, and should include the session's speaker(s). This will allow discussion to continue after the session and make it more enjoyable.
- Housekeeping time should also be included (e.g. announcements for future sessions, to tidy up the room after use, other ways to be involved with the branch)

*The format of each session needs to be individually planned, and it is encouraged to be a mixture of options to ensure optimum topic engagement.*

## Resourcing Sessions

While thinking about the resources for your sessions may seem obvious, we have included this section to ensure that your course runs as smoothly as possible. We have divided these resources into three groups:

1. The Venue
2. Teaching Resources
3. Learning Resources

### The Venue

The venue itself is probably the most important resource. Try to hold your event in a student union or university room, as these are often well-equipped for educational purposes. Choose a well-known location, and be aware that hosting the event at the medical school may make it harder to attract a diverse audience. A flexible layout (i.e not an auditorium) is often preferable and you should try to use the same room every week.

Audio-visual (AV) facilities such as laptops, screens , projectors and speakers can also prove to be challenging. You must know how to work these before the session or know who to call to help you. Commonly encountered problems include;

- Not knowing how to get the sound on
- Not having internet access
- Lack of laptop cables (speakers may want to run their presentation from their own laptop, encourage them to send their presentation in advance)
- Secure podium computers not accepting all USB drives (As above, encourage speakers to send their presentation in advance).

A final consideration is to provide signage to the venue to help both speakers and attendees.

### Teaching Resources

Teaching resources vary depending on the session. Whilst lectures may require very little, interactive sessions can require significant investment in pens and papers.

Paper, flip-charts, A1 sheets... whatever you can find for the best price. Flipchart pads in particular can be very expensive.

Pens - don't expect whiteboard markers to be available! Bring your own, plus any other marker and handwriting pens you may need.

## Learning Resources

You attendees will benefit from these resources to take away:

- A list of expected course learning objectives and outcome of each session
- A summary of the content of each session
- Definitions, and explanations of concepts
- Suggestions for further reading (as recommended by the session leaders)

A course booklet provided at the start of the course is one way to do this. This option is best in terms of encouraging your attendees to actively participate in the course and forms a consolidated record of what they have done. However, it requires you to have the necessary details arranged (e.g. session summaries) and resources prepared before your course starts.

- Do not create a booklet which attendees must bring to each session in order to participate, otherwise this will hinder things when somebody forgets theirs.
- Provide space within the booklet for students to take brief notes and write reflections.
- If you don't have all the necessary details arranged in time to create a full course booklet, you should at least provide your attendees with as much information as you can (e.g. learning objectives and session summaries of the first three sessions)

Other than course booklets, individual session summaries is another option, which allows you more time to create the necessary resources. On the down side, loose handouts are easily lost.

- Go for this option if you do not have the necessary details arranged in time for the start of your course.
- As you will be preparing these closer to the session than the above booklet, you may have the powerpoint slides of the speaker available to you. If you think that these might help your attendees to learn better, than you can provide these. However, if you don't believe they're useful then don't.

Instead of paying a large printing bill, why not share these resources with your attendees online and at the same time reduce the environmental impact of your course!

*Consider the location, layout, AV facilities and equipment of your venue.  
Consider the creation of a course booklet or handouts to compliment your short course.*

## Timing Your Course

Deciding on the timing of your course can be difficult, and a number of decisions need to be made:

1. How many sessions should the course have?
2. How long should each session last?
3. How much time should we leave between sessions?
4. When in the year should we start the course?
5. When in the week should we run sessions?

### **How many session should the course have?**

In answering this question it is worth revisiting the topics you have chosen. How many session do you ideally need to cover everything you want to? Do you need to make compromises?

If this is the first time you are running a course, we suggest that you aim to run between six and eight sessions. This will allow you to cover most or all of the topics and in appropriate depth. However, if for whatever reason this seems infeasible, then you should aim to run at least four sessions.

### **How much time should we leave between sessions?**

Leaving one week between your sessions is best. Any less and your students may burn out and attendance will suffer. Any longer and momentum may be lost.

If you choose to run eight sessions, then run them weekly - 16 weeks is usually too long for a course to last. You can, however, select two or three rest weeks if you need more time to organise sessions. If your course is four sessions long, you can afford to run them fortnightly.

### **When in the year should we start the course?**

Your answer to this question should be informed by the previous two: the number of sessions and the length of time between them determines how long your course will last, and therefore where it best fits in the year.

Exams and holidays are the largest barriers you need to negotiate. A course should not straddle either of these events, or it risks losing momentum and attendance. Additionally, attendance will fall towards exam time. Other considerations are that starting a course early in the year allows you to ride the wave of freshers' enthusiasm and publicity opportunities. Also, don't forget that students of different disciplines are likely to have different exam timetables.

## **When in the week should we start the course?**

A weekday is best, usually in the early evening. Try as hard as possible to run all of your sessions on the same day of the week.

## **How long should each session last?**

We advise that your sessions last between 60 and 90 minutes. Certainly any traditional lecture-style sessions should not last any longer than 90 minutes.

*Carefully plan when your sessions should run including the length of the course, the frequency of sessions and how long each session will last.*

## **Collaboration**

It is often beneficial to incorporate global health events run by others into your course. Doing so may provide your attendees with exposure to expertise that you would not have been able to organise yourselves. It also reduces the organisational burden on your team, and increases the variety and interest of the course.

You could consider: other student societies, affiliates or partners of Students for Global Health, your local university, other organisations or charities and local or national Students for Global Health events.

## **Students Societies**

When designing your course it is worth contacting other student societies with similar interests to Students for Global Health to check their plans for the year. For one thing, duplicating events is pointless. For another, if they are organising educational events then attending these can often be sensitively incorporated as part of your course. Often these events will reflect a special interest of the society, for example Friends of Medecins Sans Frontieres (MSF) organising an event on 'Working in a disaster zone', and they will likely have contacts with very good speakers. Use this to your advantage if you can.

- Societies to consider:
  - Academic Societies (public health, geography, politics, law etc)
  - Students for Global Health Affiliates (Sexpression, Universities Allied for Essential Medicines (UAEM), Friends of Irise etc)

## **Your Local University**

Most university departments will have a faculty seminar or lecture series, which are open to all. In addition, departments will advertise bigger events, such as inaugural lectures, to the whole university community. You should keep your eyes open, and actively seek the events calendars for relevant academic departments.

## **Other Organisations**

It is important to look beyond the university to see what is going on in your town or city. This is particularly important in larger centres, where some of the most interesting experts will be speaking outside of the student society circle.

## **Students for Global Health Events**

Neighbouring branches may be running useful events, so consider getting in touch! Working with a nearby branch can be beneficial for everyone. It allows you to: take advantage of great speakers at other universities, collaborate on larger events with greater reach and ensure a healthy attendance for your short course.

- Also consider:
  - Regional Events - consider contacting your Regional Coordinator to find out what's going on in your region
  - Conferences - the Students for Global Health network runs two conferences each year. It can be useful to incorporate these into your course as they only require the logistical organisation of getting there. You can also use the theme of the conference to guide the topics covered in your course if you wish.
  - Coordinated Themes - the Students for Global Health network aims to organise itself around coordinated themes every year. If you are looking for a theme to your course then you could consider using one of these. This will allow you to take advantage of the resources created by the theme, as well as taking part in a concerted effort towards education, advocacy and action.

*Collaboration can be very productive, inspiring and overall, decrease your workload. Consider local resources as well as regional and national resources.*



## Certification

Deciding to provide certificates for your course has advantages and disadvantages:

- **Advantages:** By setting a minimum level of attendance for awarding a certificate, you encourage regular attendance and remind students of the overall outcomes of the course. It will draw CV-minded students to your course. You may get extra support for the person/organisation you agree to be the signatory for the certificates.
- **Disadvantages:** It can be difficult to organise, because you will have to provide details of your course to a signatory before you publicise the fact that it will be certified. If you publicise prematurely (e.g. before knowing who will sign the certificates), this may risk the credibility of the course.

You must also consider the conditions for awarding a certificate. It is advised that you do this related to attendance, as the threat of an exam may put many students off. When setting a minimum attendance level, you want to find a compromise that will ensure attendees can fulfill most or all of the learning objectives while also being achievable by a majority of them. We suggest an attendance level of 75% as a requirement for being awarded a certificate.

Overall however, we would encourage you to seek certification for your course. There will be further information on how to arrange certification on page 21.

*Consider the advantages, disadvantages and conditions of awarding a certificate before incorporating it into your course.*

## Designing a Sustainable Course

Finally, your global health short course has the potential to inspire a whole group of students to become a positive force for change in global health. However, as we have seen, organising a short course is a significant undertaking.

### How do you make your course sustainable?

1. Don't overstretch when setting aims for the course. It will also mean that you end the course with a greater sense of achievement - you deserve that!
2. Try to create a working group for the course that is separate to the society's committee and hold meetings at other times. These measures will make the workload more manageable and will mean that other society activities are not neglected.
3. Start early - it's the early bird that catches the worm!

# Course Organisation

The difference between course design and course organisation is that now you have to put everything you've planned into practice. Here's how to do it!

## Inviting Speakers

Arranging the right speaker for a session can take time, and speakers are naturally more likely to be available when notified further in advance. Therefore, you should try to start this process as soon as you can, ideally immediately after you have confirmed each of your topics.

In general, most professionals are flattered by an invitation to speak, and if they're passionate about what they do, they'll relish the opportunity to share their expertise with your students.

## How to Find Contacts

Ask your local Students for Global Health branch and your social circle if they have seen any good local experts speak. Don't limit yourself: approach anyone you can think of including previous committees. You can ask any academic contact you have if they could suggest speakers. They may also be able to introduce you by email. Also, don't be afraid to approach academics from other schools - often the most interesting talks are from those presenting a new angle to a subject, or a new subject altogether.

If there are any other Students for Global Health branches nearby, consider asking them for suggestions on good speakers. You may even be able to share speakers and/or events. If you don't have a contact for another branch, ask your regional coordinator to help with this.

National Students for Global Health Conference committees will have the details of speakers from a variety of fields. Often, the branch who organised the conference will be able to share the contact with you. If you are inviting a speaker from outside town, it may be appropriate to offer to cover their travel expenses.

Finally, Students for Global Health National Working Groups and affiliates may also be aware of particular individuals who are keen to speak to students. This is a particularly good option if you are looking for a talk on a specific theme such as maternal and child health, or refugee and migrant health.

## Choosing a Speaker

The main value that speakers bring to your course is likely their expertise. Therefore, you should always make sure that a speaker has adequate knowledge of the topic. Remember that this doesn't mean they have to hold a professor's chair, or have a PhD. As long as your speaker is relatively an expert, such as an undergraduate who has done their dissertation in a particular area, learning objectives can easily be met and your attendees will definitely learn something.

In addition, it is almost a must for the speaker to be articulate and engaging!

## Inviting a Speaker

When you approach a speaker, it's important that they have a single point of contact, not lots of people emailing them at once. This person could either be a committee member responsible for all external communication, such as the course organiser, or the relevant session coordinator.

Contacting speakers by email is probably the best way to start. This email should include the following points:

- Introduce yourself and why you are writing
- Introduce the Students for Global Health network, your course and its aims
- Specify what topic(s) you want your speaker to speak on
- Give an idea of your expected audience: their number and background
- Try to give a range of possible dates to a speaker

First impression counts, so make sure your email is polite, precise and professional. Get it checked by others before you send it and use an institutional email address.

## Following Up

Once you've got speakers lined up it's important to stay in contact with them. Avoid long periods of silence: let them know how arrangements for the evening are going, and check whether they have any questions for you.

## On the Night

Make sure there's somebody with the sole task of meeting the speaker, showing them to the venue, and helping them set up. Remember that they should feel like your guest.

*Gather recommendations for speakers from a wide range of local, regional and national sources. When potential speakers are identified, contact them in a polite and professional manner and continue this communication until the event.*

## Forming Collaborations

Once you've identified a useful collaboration that would benefit your course, here are some ways to help in organising this collaboration:

- Students Societies
  - If you have found a student society with potential for collaboration, then it's important to maintain close contact. Keep in mind that students societies may not commit fully due to other commitments!
- Your Local University and Other Organisations
  - Universities and other organisations usually plan and publicise their events in advance. If you've identified an event you'd like to use as part of the course, it is important to get in touch with the organisers and find out if they have any objections. For example, many events are often free but you are required to apply for tickets; if the organisers are aware that you would like to bring your course attendees then they may be able to make suitable arrangements.
- Students for Global Health Events
  - The best way to get in touch with other branches in your region is by contacting your regional coordinator. National Students for Global Health events are advertised on our website, our newsletter, Facebook and Twitter. For national events, it is a good idea to consider arranging transport and subsidy to make the trip more attractive to your attendees. An alternative is to see if the organisers would be able to convert their event into a webinar.

Remember that, as with speakers, it is important that potential collaborators are not being contacted by lots of your committee at once. You should decide in advance who will be the point of contact.

*Identify potential collaborations in advance, contact them as soon as you are able and continue communication until the event.*

## Arranging Certification

The most important thing in arranging certification is to find a respected body/person to sign your certificate. There are a number of different options, and the best choice will depend on your local circumstances. (e.g. who seems most sympathetic)

### Potential Certifiers

Your student union may run peer-to-peer education schemes which could certify your course. Ask your societies officer (or equivalent) whether your SU organises such scheme, and what the criteria are.

If there is a university-run global health course of any kind, then the programme's director may agree to sign the certificate.

If your course takes a specific disciplinary approach (e.g. incorporates global health) then you could ask the head of that school to sign the certificate.

### Other Notes on Certification

The signatory is likely to want to see some details of the course. If the signatory themselves has expertise, a great way to do this is to invite them to speak at one of your events!

Unfortunately, organising the right person to sign your certificates can take some weeks. If you haven't identified a signatory before you need to begin advertising your course you should be cautious about making promises you can't deliver.

Template certificates are available as part of this toolkit that you are free to use or create your own. Many templates for certificates exist online, one example is from MailChimp. Remember to consider the logistics of creating and printing certificates, as well as finding a good time to get them signed.

*Identify a suitable person/body to certify your course and ensure that this is settled before advertising.*

# Implementation

Planning and organising your course are two of the most important steps in a successful global health short course. However, you need to ensure that your course is sufficiently attended and this requires good publicity.

## Publicity

Publicity is crucial to the success of your course. After the course coordinator, the publicity officer is probably the most important member of your team in ensuring that things get off the ground.

### Your Target Audience

This will depend on who you have decided to aim your course at and you should tailor your publicity for them! (For more information on your target audience see page 7)

### Timing Your Publicity

- Earlier Courses
  - If your course is planned for early in the first semester, the best time to advertise your course is during Freshers' Week. At a Freshers' stall, your course will be something your society can offer people. This is also a time of year when students' minds are open to trying something new in their spare time. You may even be able to advertise important details of your first event there and then.
- Later Courses
  - Once you have arranged the core details of your first events, you should start publishing these. The best time to start publicising is between three and six weeks before the first event. Initial publicity may be very simple, but it must inform students of where to find out the remaining information when it's available.

## Publicity Methods

There are so many ways to get your message across that it can be difficult to organise your publicity! This is why it is so vital to have a publicity coordinator, who can ensure that all the bases are being covered in a single publicity strategy.

General pointers:

- Use multiple publicity methods. Different students pay attention to different forms of message, so it's important to use every means available to you.
- Leaflets are best for Freshers' stalls. Handing out leaflets elsewhere is probably a waste of time.
- Posters are useful for publicising to student groups who haven't heard of you before. Consider using posters in the postgraduate centre and the departments of the student groups above. Make sure you use designated notice boards - otherwise they'll just get taken down.
- Your students' union is also a good place to extend your reach. Ask your societies officer (or equivalent) about the best ways to advertise within the SU building. If you have a students' Union website, try to use this as well.
- Use your mailing list carefully - don't bombard your members with updates or it may put them off.
- Departmental mailing lists are also good ways to reach specific groups of students. If you write politely, explaining your propose, to a departmental administrator they may kindly publicise your course in their next departmental newsletter.
- Prompt your committee and branch members to frequently promote your course via social media and to encourage others to attend the event.
- Students for Global Health-UK can help you with publicity! Firstly, you could write a blog post about your course. This could be flagged as relevant to your branch, your region or even the whole network. Secondly you may be able to get a space in the next newsletter by contacting the Communications Director.

Don't forget to keep all your methods of publicising consistent and up to date. If a poster with an incorrect start date is up in the politics department, take it down!

## Social Media

Use social media and use it well.

Facebook	Facebook pages are the best; it allows you to advertise to all of your followers, and your message is extended by everyone who 'likes' and 'shares' your post. Facebook groups do not have this impact. Posts have a much greater reach when more than one person shares the same thing at the same time, so make sure you alert you committee members to 'like' and 'share' the post. Facebook Events are good ways of sharing information with interested people. You should also set up one of these too.
Twitter	Twitter is not always as widely used as Facebook within the network, however you should also establish and maintain a twitter feed.
Other Options	Other options include Instagram and YouTube. While they may less reach initially pictures and videos can be very engaging.

Note that you can use programmes such as HootSuite to link posts to Facebook and Twitter, cutting down the amount of work you need to do.

## Publicity Details

Consider stratifying your publicity into two levels:

- 1) The first simply tells people that you're running a global health short course and signposts them to further information.
- 2) The second is that further information, and should be concentrated in key places, such as your Facebook Event or Students for Global Health branch homepage.
  - Basic information should include: the name of your course, the start date, who it is useful for and how to find out further information.
  - Detailed information should include: the objectives of the course, the date and location of each session and the contact details of the speakers and the course organisers

*A good publicity strategy takes time and thoughts to perfect. Ensure that you have planned the most appropriate content, timing and mode of publicity and deliver this consistently.*



## Education and Advocacy

By running a global health short course, and educating your participants on a range of global health issues, you have a fantastic opportunity to use this platform and advocate for real and meaningful change in your community. Your branch could use the short course to launch a campaign, to support a cause in your local area or to work with partners and affiliates towards a larger goal. We have provided some examples of how you could do this.

- Possible ways to incorporate advocacy into your short course;
  - Run a workshop to write letters to your local MP
  - Encourage participants to bring donations for a local food-bank
  - Identify a local campaign event that your participants could attend
  - Ask affiliates or partners of the short course to discuss their campaigns and how participants can get involved

### Launching a Campaign

As said, you can also use the short course to create and launch a campaign. Not only does creating a campaign with participants keep them engaged beyond the course, it also improves the impact of the campaign as it will be developed collectively and ensure that participants have a greater sense of ownership.

Here are our suggestions for launching a campaign;

- Use the last session of the course to work with participants and identify which aspect of the course they would like to create a campaign from and to develop how this campaign could be implemented.
- We suggest running this session as a workshop and interactive group session.
- Groups could each decide on a campaign they would like to work on and how they would put it into action. Groups could then feedback to the session and participants could vote on which campaign they would like to take forward.
- You can then, as a committee, work with your branch and members to ensure that the campaign leads to meaningful change in your local area.

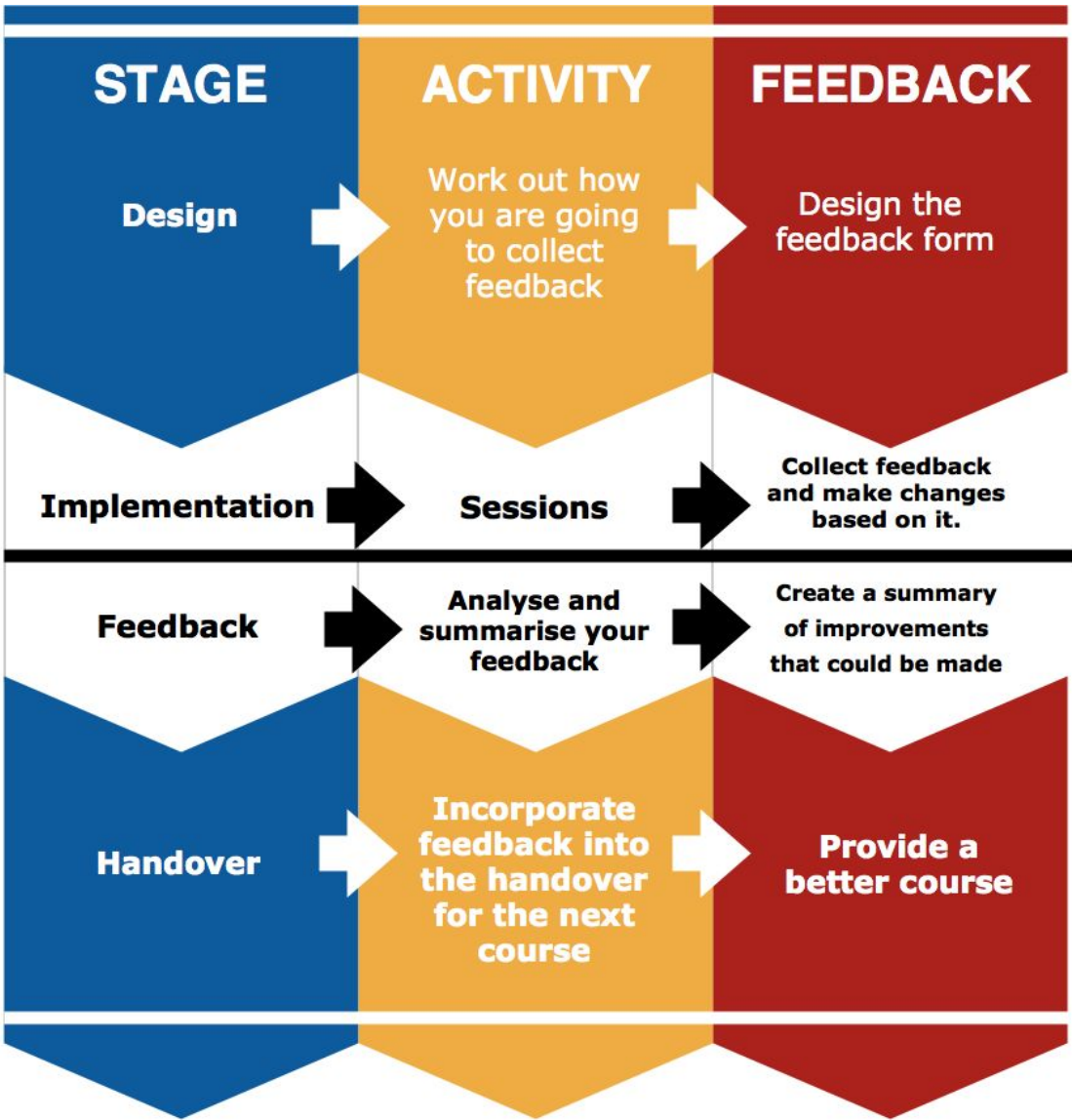
Although, we do understand that you may not be able to run a campaign after your course. In this case, we would still highly recommend finishing with a discussion on how to move forward from the short course. This is a great way to keep the momentum from short course, share ideas and ensure that the course leads to meaningful and sustainable change.

*By introducing advocacy into your short course, you can ensure that participants stay engaged beyond the course and help in working towards meaningful change. If you have any questions about advocacy within your short course please contact [pad@studentsforglobalhealth.com](mailto:pad@studentsforglobalhealth.com).*

# Feedback and Follow-Up

As said, short courses are a fantastic way of informing students about global health issues we face and empowering them to campaign for change. But we need to know if we are doing this effectively and if there are areas we can improve, and feedback is crucial component of this.

Arranging feedback begins in the design section of your course, and incorporating it ends with handover. Below is a diagram of the process:



Remember, feedback is a gift!

## Collecting Feedback

Feedback is vital because it enables you to gather your attendees' views on how to improve your course further. Feedback is also very important in order to recognise what parts of your course were successful and deserve applause!

### Methods of Collecting Feedback

You can collect feedback either on paper or electronically. Paper feedback has the downside that it should be transcribed into a spreadsheet; however you can get a high response rate whilst you have a captive audience! For electronic methods the reverse is true; response rates will be low (perhaps negating the benefit of it already being in the spreadsheet).

#### Session Feedback

- It is good practice to collect feedback after each event. If you choose to collect feedback on all the events at the end of the course, you may find many attendees did not attend particular events, or have forgotten useful information about them. Due to variation between sessions, it might be best if feedback is collected in paper form. As said, there is a sample form as part of this toolkit which you may use if you wish. You can also collect your feedback electronically in real-time via various websites (menti.com, pollev.com etc).

#### Course Feedback

- Your end-of-course feedback should try and gather views on your course as a whole; was it advertised well? Run at the right time? Were the sessions the right length? As part of this toolkit there is a form you can use for this as well if you wish.

You can also consider making certification conditional on feedback; potentially increasing your feedback response rate.

### Designing your Own Feedback Forms

When writing feedback questions, always make the options available specific so that you can interpret the responses. For instance, if your sessions last 90 minutes and you want to see what your attendees thought about this:

Which answer best fits what you think about the length of the sessions?

1. Too short, more than 2 hours would have been best
2. Too short, 2 hours would have been best
3. Ideal, 90 minutes is best
4. Too long, 60 minutes would have been best
5. Too long, less than 60 minutes would have been best

... would be much better than this:

What did you think about the length of the sessions?

1. Too short
2. Ideal
3. Too long

*Design your feedback in a way that you receive the information that you feel would be most useful to your course.*

## **Follow-Up**

Following up with your attendees means collecting information from them after the course has ended. This can be very useful if any of the aims that you have set continue beyond the end of the course.

For instance, if one of your aims is to “stimulate further interest and engagement with global health”, then following up to see what your attendees have done since the course ended is important. You must plan your follow-up strategy before the course end. You will need to ask permission from the attendees to contact them at a later date to follow them up and you will need to ask them for a contact email address to do this. Moreover, you may need to include ‘baseline’ questions in your end-of-course feedback. In this example, you will need to know what global health activities your attendees are involved in at the end of the course in order to be able to assess whether this has changed when you follow them up.

You must also decide when to follow-up. The best time for this will depend on your aims, but for our previous example of “stimulate further interest and engagement with global health”, following up roughly 6 months later would be appropriate. However, be willing to adjust this date to make it exam-friendly and useful for your next course!

## **Using your Information**

In the past, the motivation for some Students for Global Health branches to run an introductory short course has been a perceived lack of provision within those students’ university curricula. Some branches have used their short course in order to demonstrate the demand for greater quality of global health education in their university curriculum.

You can use the feedback you collect, along with the details of their course, to write a report on the project for the medical school or relevant discipline.

## **Organising Feedback and Follow-Up**

There are a number of tasks here , which can be split between a number of people if necessary. However, if it is possible to appoint one person within the committee as Feedback Officer, then this is ideal.

### **Designing Feedback and Follow-Up**

Designing your own feedback is a job that is best done by somebody who has been involved in designing the course itself as they will best understand what most requires feedback and follow-up. The design of both feedback and follow-up is probably best done by one person. However, it is a good idea for the rest of the group to feedback on that feedback. (sorry!)

### **Collecting Feedback on the Night**

Ideally this should be done by the session coordinator. It is important to ring-fence time for feedback, so that it isn't neglected in the rush to finish. Also, make sure that feedback sheets are kept safe - preferably they will be compiled with each other to collate the feedback of all course sessions.

### **Analysing Feedback and Follow-Up Data**

This job involves processing the feedback sheets and drawing a set of conclusions, if it is possible to do so. These should then be presented to the organising committee.

This is a job that can be done by one or two people. The best person for the job is whoever designed the feedback and follow-up. The alternative is somebody who will be involved in designing the following year's course. Either way, it is important to be very clear about whose responsibility this is: you've collected lots of information, don't let it go to waste.

Equally, this feedback is important for the network. By collecting information from short courses we are able to better understand our impact, able to celebrate our success and inspire each other by sharing what is happening in branches up and down the country.

# Moving Forward

After your course has finished, and you have analysed the feedback received, your next step is to consider running another short course the next academic year. Ultimately, the decision of whether or not to repeat the course is in the hands of your next branch committee, but if the short course received positive feedback you can encourage them to do so. If you do decide to repeat your course a good handover is essential.

## Repeating Your Course

If your course gets good feedback you should consider repeating it. The most natural time to run the course a second time is the following academic year. Of course, the time that you should choose depends on the feedback you get from your attendees (for instance, you may conclude that the best time is easier in the academic year, before students begin to worry about exams).

As a group you must also decide as to whether it is worth doing another short course. Our advice is to consider how it felt to see a lack of global health education around you, how it felt to run the course, and how it felt to achieve the impressive feat of running your course. We advise waiting some time after the end of the course before reflecting on whether it was worth running. Also, try to factor in the follow-up information into your reflection if possible.

## Using Feedback

Use the feedback you received from participants to discuss and improve your course structure during the handover. If you haven't followed up with your attendees by this point, you should ensure that this information is discussed by the new committee as soon as possible.

If you are reading this as a member of a new committee who haven't had the chance to discuss last year's feedback and follow-up information at handover, don't worry! This isn't the end of the world, but it is important that you find time to discuss it before planning next year's course.

## Handover

Handover is the transfer of responsibility and knowledge from one course-organising committee to their successors. It is crucial for the sustainability of your efforts and you should give it a serious thought.

### Transferring Responsibility

The first thing you must do is appoint or elect a new course organiser, and ideally a whole new course committee. The best time to do this is at your branch's AGM. You should therefore advertise the course roles available within your branch around three weeks in advance of the AGM, and make a special effort to ensure that all the attendees of your course know about these roles.

You may have some individuals in mind to take over already, but it is still a good idea to advertise because with a larger team you can divide responsibilities. Although you may not fill all the course roles at your AGM, it is essential that you appoint or elect a new course organiser.

### Transferring Knowledge

After you have filled course roles, you can set a date for your handover. Handover of the course can be done at the same time as the branch committee handover, but arranging a separate day dedicated to the course is ideal. If you arrange them together for practical purposes, it is important to ringfence time for the course handover to occur. Supporting documents should also be transferred to the new organising committee.

The most important areas of knowledge to transfer are:

- The process of designing the course (including this toolkit)
- The process of organising the course (including local information and contacts)
- The feedback and follow-up received for the previous course

The handover can be turned into a fun day, with a social afterwards -you'll certainly deserve it!

## Finally...

Thank you for taking the time to read our short course toolkit and we hope it helps you in designing or improving your course. If you have any questions about the toolkit or short courses in general please contact [ghe@studentsforglobalhealth.org](mailto:ghe@studentsforglobalhealth.org).

Remember, there are many other ways to provide global health education to your members, and no method is proven to be better than the other. One of the many examples is a Branch Journal Club - where attendees analyse and critique published literature of what is going on around the world in regard to global health.

If you want more advice on the different options available, or support in providing a new form of GHE, contact us and we would be happy to help in any way we can.