

# 2007

## Management for International Public Health Course 2007



Sustainable Management Development Program





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## Management for International Public Health Course 2007 Yearbook

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### Table of Contents

Acknowledgements.....	2
Sustainable Management Development Program (SMDP) .....	4
Management for International Public Health Course (MIPH).....	5
MIPH Course Themes.....	6
MIPH Course Schedule.....	7
SMDP Guiding Principles.....	8
MIPH Learning Objectives .....	9
Class of 2007.....	14
Photo Album .....	22
Guest Faculty .....	30
SMDP Staff.....	34
Faculty Addresses .....	38
MIPH Alumni	
By Country.....	39
By Year.....	56
Alphabetical.....	59
World Map of MIPH Graduates.....	64
2008 MIPH Course .....	66
2008 MIPH Application Form .....	68

## Acknowledgements

First, the Sustainable Management Development Program (SMDP) thanks its co-sponsor, **The Rollins School of Public Health at Emory University**, for its continuing support and especially **Dr. Deborah McFarland**, who organized Emory Day and helped the participants learn about cost-effectiveness studies in public health.

This year, SMDP extends special thanks to **Janna Brooks**, who served as Acting SMDP Chief for more than a year. While continuing her regular duties, she accepted new responsibilities for managing and supervising the team during a time of change and reorganization. In addition to teaching a number of sessions during this year's course, she has represented SMDP in a way that has continued the branch's tradition of management excellence.

Many other talented persons contribute significant effort to make the Management for International Public Health course the success it is. Among the SMDP staff, **Josef Amann** brought insight and clarity to the design and teaching of Process Improvement and Healthy Plan-*it*<sup>TM</sup>, as well as to Evaluation and Needs Assessment, and to several other sessions. **Sandra Bean** taught Communication and the Media, took hundreds of photos, many of them reproduced in this yearbook, and saw that the session workbooks were published on time and in a new format for the course. **Sara Clements** assisted with building SMDP's new electronic Blackboard, a tool that will eventually be invaluable to MIPH course graduates. **Tim Etherington** led the development of the Blackboard and taught the Time and Meeting Management sessions as well as the budget section of Healthy Plan-*it*<sup>TM</sup>. **Audrey Kgosidintsi** (MIPH '00) co-facilitated the Leadership session, coordinated course logistics onsite, and assisted in developing management capacity-building plans for several countries. **Theresa Lawrence** was a cheerful and helpful SMDP contact for course participants as they planned to attend the MIPH course and was the chief logistics liaison who kept all the activities operating effectively. **John Marsh** brought his wealth of management experience to bear in the re-design of the Process Improvement materials, while also facilitating several other parts of the MIPH course. **Brian Robie** taught several sessions at the MIPH course and has led the SMDP team

to ensure that all the myriad details of operating the branch are managed. And **Denise Traicoff**, who joined SMDP this summer, taught a number of sessions, including Effective Training and Project Management, and demonstrated leadership in the design and development of curriculum materials that align with adult learning principles.

We also thank the MIPH course guest faculty for their efforts in making the course a success. **Dazon Diallo**, executive director of SisterLove, brought her personal energy and depth of reflection to sessions on leadership and advocacy. **Rebecca O'Kelley** of CDC's National Center for HIV, STD, and TB Prevention provided an informative session on grant writing for public health. Conflict management was again expertly facilitated by **Jan Hiland** of CDC's Coordinating Office for Global Health. **Barbara Reynolds** in the Enterprise Communications Office, CDC Office of the Director, shared her extensive expertise in crisis communication this year. **Gary Jewkes**, an independent consultant now in his 15<sup>th</sup> year with the course, and the only remaining original faculty member, closed the course with his well-received session on leading change. And we offer a warm thanks to **Goldie MacDonald** who led the session on monitoring and evaluation.

We also thank the three committees this year whose members volunteered to help with social functions and the graduation. The Social Committee—**Samuel Ngobua, Janey Parris, Thuto Tomeletso, Heloisa Duarte, Carla Domingues, and Rejane Alves**—helped with the Chattanooga and Stone Mountain excursions, and with the potluck dinner. They made participants feel at home by planning, publicizing, and holding social events during the course. The Graduation Committee—**Boosaba Sanguanprasit, Ashenafi Negash, Priscillia Dogonyaro, Wimon Roma, Keba Gabaake, and Chipito Petlo**—assisted with planning the MIPH course graduation ceremony. The House Committee—**Ntukunu Makubate, Elijah Ligomeka, and Anh Duong**—helped to make the MIPH experience a positive one and assisted with logistics.

We also thank all the organizational sponsors for the MIPH 2007 class:

BOTUSA—A collaboration of the Botswana Ministry of Health, the CDC Division of Tuberculosis Elimination, and the CDC Global AIDS Program (GAP)

CDC GAP Caribbean Regional Office

CDC GAP Ethiopia

CDC India

CDC GAP Malawi

CDC GAP Nigeria

CDC GAP Vietnam

CDC GAP Zambia

CDC Division of Global Public Health and Capacity Development,  
Coordinating Office for Public Health

Botswana Ministry of Communications, Science and Technology

Funded Infectious Diseases and Child Health in Pakistan Research Training Grant

African Field Epidemiology Network (AFENET)

Mahidol—TUC Cooperative Agreement—Thailand

Vietnam Tuberculosis Control Global Fund



## Sustainable Management Development Program

SMDP partners with ministries of health, educational institutions, and nongovernmental organizations in developing countries to promote organizational excellence in public health by strengthening leadership and management capacity. SMDP's goal is to improve the effectiveness of the public health sector in developing countries by

- Empowering officials with better leadership, management, and decision-making skills
- Stimulating creativity and innovation among health personnel to improve public health service delivery.

### Program Strategy

SMDP's program strategy is designed to develop sustainable public health capacity to deliver effective leadership and management development programs through:

#### Strategic Partnerships

Develop strategic institutional partnerships for public health leadership and management capacity-building efforts. With partners, SMDP identifies priority public health target audiences for leadership and management development; analyzes skills and performance gaps; and creates an action plan that includes a budget, timeline, and measurable outcomes.

#### Capacity Development

Develop faculty to enhance in-country leadership and management capacity through SMDP's six-week annual Management for International Public Health (MIPH) course and in-country training-of-trainers courses. SMDP provides fully developed public health leadership and management competency frameworks and curricula for adaptation and use in diverse global public health settings.

#### Technical Assistance

Provide support to training faculty in partner institutions to conduct performance needs assessments, develop locally appropriate curricula, and design in-country leadership and management workshops. SMDP promotes and supports the use of applied management improvement projects that stimulate workshop participants to apply new skills to their work.

#### Sustainability

Work with partner institutions to ensure the long-term sustainability of global public health leadership and management development and address such issues as integration with national public health priorities, local funding, continuous learning opportunities, accreditation, and evaluating impact.

For more information please contact—  
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## Management For International Public Health Course

The 6-week Management for International Public Health (MIPH) course is offered each fall in Atlanta, Georgia, by the U.S. Centers for Disease Control and Prevention (CDC) in collaboration with the Emory University Rollins School of Public Health. The course provides participants with practical skills needed to manage public health teams, programs, and organizations.

The content of the MIPH course is built upon a public health management competency framework that comprises the six principal and interrelated domains of leadership, communication, team building, priority setting and planning, performance assessment, and problem solving.

The outer ring of the framework focuses on the *roles* that a public health manager must fulfill to build a strong organizational culture—communicator, leader, and team builder. The inner ring describes the *core tasks* a manager oversees in accomplishing organizational objectives—priority setting and planning, performance assessment, and problem solving.

The public health manager's roles of communicator, leader, and team builder strengthen and reinforce the manager's ability to successfully perform the planning, performance assessment, and problem-solving tasks required to achieve organizational objectives.



SMDP has developed training content to address the six public health management competency domains across five increasingly complex levels of performance for the public health manager: individual, interpersonal, managerial, organizational, and contextual.

The SMDP public health management competency model helps to answer two important questions about how to develop the capacity of public health managers:

- What does a public health manager need to be *able to do*?
- How does a public health manager need to *develop*?

The model is also a flexible, practical guide that can be adapted to the unique needs and situations in a wide variety of partner countries.

As a training-of-trainers course, MIPH also includes content on core training performance competencies needed by public health management trainers.

Enrollment in the MIPH course is limited. Priority is given to *participants who are responsible for organizing and conducting management training courses for public health professionals in their countries.*

Please also see the link to the competency matrix on the SMDP website: <http://www.cdc.gov/smdp/corecomp.htm>.

## MIPH Course Themes



Public health management trainers from more than 60 countries and territories have improved their management and training skills by attending the MIPH course that is offered every fall by the CDC. The course, developed in collaboration with Emory University, equips participants with the knowledge and skills to bring about constructive and meaningful change in their countries and organizations. The course is based on a set of core public health management competencies described on page 5 and covers the following themes and topics:

### **Managing in an Organization**

- Team Building
- Effective Presentations
- Behavioral Style Analysis
- Leadership
- Conflict Resolution Skills
- Strategic Communication
- Time Management
- Supervision
- Organizational Excellence Frameworks

### **Managing Public Health Programs**

- Process Improvement
- Priority Setting
- Health Problem Analysis
- Intervention Strategy
- Work Plans and Program Budgets
- Monitoring and Evaluation
- Project Management

### **Managing in a Changing Environment**

- Leading Change for Results
- Advocacy
- Communications and Media Relations

### **Training of Trainers**

- Effective Training from Start to Finish
- Effective Presentation Skills





# MIPH 2007 Course Schedule

September 10–October 19, 2007

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>9/10</b>  <b>7:00–8:15 a.m.</b>            Registration (1<sup>st</sup> floor)  <b>8:30–12:00</b>            Introductions, Overview,            MIPH Course and            Competencies</p> <p><b>4:30–6:30 p.m.</b>            Welcome Reception            (2<sup>nd</sup> floor Hearth Room)</p>	<p><b>9/11</b>  <b>8:30–12:00</b>            DISC Model            (Amann)</p> <p><b>1:00–4:30 p.m.</b>            Team Building            (Traicoff/Robie)</p>	<p><b>9/12</b>  <b>8:30–12:00</b>            Supervision            (Amann)</p> <p><b>1:30–4:30</b>            Crisis Communication            (Reynolds)</p>	<p><b>9/13</b>  <b>8:30–12:00</b>            Effective training from Start            to Finish (Traicoff)</p> <p><b>1:00–4:30 p.m.</b>            Effective training from Start            to Finish (Traicoff)</p>	<p><b>9/14</b>  <b>8:30–12:00</b>            Effective training from Start            to Finish (Traicoff)</p> <p><b>1:00–4:30 p.m.</b>            Effective training from Start            to Finish (Traicoff)</p>
<p><b>9/17</b>  <b>8:30–12:00</b>            Healthy Plan-<i>it</i><sup>TM</sup>            (SMDP staff)</p> <p><b>1:00–4:30 p.m.</b>            Healthy Plan-<i>it</i><sup>TM</sup>            (SMDP staff)</p>	<p><b>9/18</b>  <b>8:30–12:00</b>            Healthy Plan-<i>it</i><sup>TM</sup>            (SMDP staff)</p> <p><b>1:00–4:30 p.m.</b>            Healthy Plan-<i>it</i><sup>TM</sup>            (SMDP staff)</p>	<p><b>9/19</b>  <b>8:30–12:00</b>            Healthy Plan-<i>it</i><sup>TM</sup>            (SMDP staff)</p> <p><b>1:00–4:30 p.m.</b>            Healthy Plan-<i>it</i><sup>TM</sup>            (SMDP staff)</p>	<p><b>9/20</b>  <b>8:30–12:00</b>            Healthy Plan-<i>it</i><sup>TM</sup>            (SMDP staff)</p> <p><b>1:00–4:30 p.m.</b>            Healthy Plan-<i>it</i><sup>TM</sup>            (SMDP staff)</p>	<p><b>9/21</b>  <b>8:30–12:00</b>            Grant Writing            (O'Kelley)</p> <p><b>1:00–4:30 p.m.</b>  <i>(off-site)</i>  <i>CDC Portraits</i></p>
<p><b>9/24</b>  <b>8:30–12:00</b>            Effective Presentation            (Robie)</p> <p><b>1:00–4:30 p.m.</b>            Effective Presentation            (Robie)</p>	<p><b>9/25</b>  <b>8:30–10:00 a.m.</b>            Effective Presentation            (Robie)</p> <p><b>10:30–12:00</b>            Strategic Communication            (Brooks)</p> <p><b>1:00–4:30 p.m.</b>            Strategic Communication            (Brooks)</p>	<p><b>9/26</b>  <b>8:30–12:00</b>            Strategic Communication            (Brooks)</p> <p><b>1:00–4:30 p.m.</b>            Advocacy            (Diallo)</p>	<p><b>9/27</b>  <b>8:30–12:00</b>            Project Management            (Traicoff/Brooks)</p> <p><b>1:00–4:30 p.m.</b>            Project Management            (Traicoff/Brooks)</p>	<p><b>9/28 (off-site)</b>  <b>8:30–12:00</b>            Project Management            (Traicoff/Brooks)</p> <p><b>1:00–4:30 p.m.</b>            Project Management            (Traicoff/Brooks)</p>
<p><b>10/1</b>  <b>8:30–12:00</b>            Process Improvement            (SMDP staff)</p> <p><b>1:00–4:30 p.m.</b>            Process Improvement            (SMDP staff)</p>	<p><b>10/2</b>  <b>8:30–12:00</b>            Process Improvement            (SMDP staff)</p> <p><b>1:00–4:30 p.m.</b>            Process Improvement            (SMDP staff)</p>	<p><b>10/3</b>  <b>8:30–12:00</b>            Process Improvement            (SMDP staff)</p> <p><b>1:00–4:30 p.m.</b>            Process Improvement            (SMDP staff)</p>	<p><b>10/4</b>  <b>8:30–12:00</b>            Process Improvement            (SMDP staff)</p> <p><b>1:00–4:30 p.m.</b>            Process Improvement            (SMDP staff)</p>	<p><b>10/5</b>  <b>8:30–12:00</b>  <i>(off-site)</i>            Emory Day</p> <p><b>1:00–4:30 p.m.</b>  <i>(off-site)</i>            Emory Day</p>
<p><b>10/8</b></p> <p><b>Columbus Day            Holiday</b></p>	<p><b>10/9</b>  <b>8:30–12:00</b>            Organizational Excellence:            Putting the Pieces Together            (Marsh)</p> <p><b>1:00–4:30 p.m.</b>            Organizational Excellence:            Putting the Pieces Together            (Marsh)</p>	<p><b>10/10</b>  <b>8:30–12:00</b>            Communication &amp; Media            (Bean)</p> <p><b>1:00–4:30 p.m.</b>            Time Management            Meeting Management            (Etherington)</p>	<p><b>10/11</b>  <b>8:30–12:00</b>            Leadership            (Kgosidintsi)</p> <p><b>1:00–4:30 p.m.</b>            Leadership            (Diallo)</p>	<p><b>10/12</b>  <b>8:30–12:00</b>            Conflict Management            (Hiland)</p> <p><b>1:00–4:30 p.m.</b>            Work on Training Work            Plans</p>
<p><b>10/15</b>  <b>8:30–12:00</b>            Leading Change for Results            (Jewkes)</p> <p><b>1:00–4:30 p.m.</b>            Leading Change for Results            (Jewkes)</p>	<p><b>10/16</b>  <b>8:30–12:00</b>            Leading Change for Results            (Jewkes)</p> <p><b>1:00–4:30 p.m.</b>            MIPH Course Evaluation            Work on Training Work            Plans</p>	<p><b>10/17</b>  <b>8:30–12:00</b>            Work on Management            Training Work Plans</p> <p><b>1:00–4:30 p.m.</b>  <b>Present Management            Training Work Plans</b></p>	<p><b>10/18</b></p> <p><b>Present Management            Training            Work Plans</b></p>	<p><b>10/19 (off-site)</b>  <b>10:00 a.m.–3:30 p.m.</b></p> <p><b>Closing Ceremony and            Luncheon</b>  <i>Clifton campus</i></p>

*Italics indicate offsite activities.*

## SMDP Guiding Principles

- Emphasize applied leadership and management skills, not just theoretical knowledge.
- Train in a highly interactive manner and draw upon participants' personal experience to reinforce team learning.
- Incorporate public health examples to illustrate the use of management tools that may originally have been developed for industry or other sectors; ensure that examples are relevant for developing-country audiences.
- Provide facilitators' guides, practical aids, and tools that facilitate teaching the materials to others.
- Emphasize evidence-based decision-making in public health management.
- Use applied management improvement projects to reinforce classroom learning, multiply training benefits, and generate products that have a measurable impact on public health program goals.
- Provide post-course technical assistance to support the development of sustainable management development programs.
- Solicit feedback through a variety of means (e.g., questionnaires, focus groups, external evaluations) and continuously strive to improve the content as well as the learning process.
- Provide post-training incentives to stimulate lifelong learning, such as website access, regional networking among alumni, conferences, fellowships, and career development opportunities.



## MIPH Course Learning Objectives



### Advocacy

By the end of this session, participants will be able to—

- Recognize their role as advocates in real world settings.
- Move from visioning to giving voice.
- Identify and acknowledge skills to translate and transfer information to effect change.
- Understand concepts of bridge leadership in advocacy and action.
- Use lived experiences as an important tool in telling your own or others' stories.

### Behavioral Style Analysis

By the end of this session, participants will be able to—

- Understand the four basic behavioral styles and appreciate the strengths and limitations of each.
- Recognize the behavioral styles of others and adapt their own style to that of others in order to improve communication and understanding.
- Appreciate the value of teamwork and diversity in improving the effectiveness of decision-making.

### Communication and the Media

By the end of this session, participants will be able to—

- Understand how to build a media strategy.
- Understand who the media are and how they function.
- Develop and frame a public health message for the media.
- Identify the key elements of a news release.
- Use appropriate techniques to give an effective media interview for print, radio, or television.

### Conflict Management

Upon completion of this training, trainees will be able to apply selected techniques to effectively manage conflict by—

- Identifying common causes of conflict.
- Using productive conflict management strategies to address underlying causes of conflict.
- Analyzing and using conflict management modes appropriate to specific situations.
- Selecting appropriate techniques to defuse emotional situations.



## MIPH Course Learning Objectives

### Crisis Communication

At the end of the session, participants will be able to—

- Communicate a deep understanding of the pathology of a crisis to their staff.
- Explain why organizations need to integrate emergency-risk and crisis communication planning and resources into overall emergency operational planning at every level.
- Offer working definitions of emergency-risk and crisis communication concepts.
- Use the nuts and bolts of crises communication planning and tools, including:
  - Problem definition
  - Analysis
  - Intervention implementation
  - Evaluation and feedback.

### Effective Presentation Skills

This highly participative workshop is designed to help participants learn basic techniques for improving their one-on-one and group presentations. Participants practice the techniques as they are presented and conduct a five-minute video-taped presentation the second day, followed by feedback from their peers.

At the end of this session, participants will know how to apply the following techniques in public speaking situations:

- Pausing and breathing
- Eye contact
- Stance
- Gestures
- Vocal variety
- Extemporaneous speaking

### Effective Training from Start to Finish

The success of the SMDP approach is dependent on the ability of program participants to transfer knowledge and skills to public health workers in their home countries. It should not be assumed that an expert in a subject matter is able to teach others. This highly interactive workshop introduces a construct for the systematic development and delivery of training for adults, as well as ideas for successfully managing a training program.

At the end of this workshop participants will be able to—

- Describe the five components of successful training.
- Identify the three major types of learners.
- Use learning objectives to focus their training.
- Use techniques to help the learners get the most out of class.
- Use evaluation tools to measure the effectiveness of training.



## MIPH Course Learning Objectives

### Grant Writing

Upon completion of this module, participants will be able to—

- Identify the key players in the grant application and management process.
- Explain the key terms, concepts, and components of a grant or contract application.
- Write a grant that effectively communicates with donors.
- Describe the difference between a grant and a contract.
- Implement and manage grant and contract reporting and evaluation requirements.



### Healthy Plan-*it*<sup>TM</sup>

Healthy Plan-*it*<sup>TM</sup> is a public health program planning and management course. By the end of the session, participants are able to—

- Identify the Six-Step process: Priority Setting, Establishing Goals, Outcome Objectives, Strategy, Evaluation, and Budget.
- Reach group consensus on health problem priorities.

- Apply the components of the Basic Priority Rating System and PEARL (Propriety, Economics, Acceptability, Resources, and Legality) to prioritize health problems and interventions.
- Analyze a health problem in terms of its risk factors, including determinants and direct and indirect contributing factors.
- Write measurable and meaningful impact, outcome, and process objectives.
- Select an intervention strategy and design an intervention based on a health problem analysis.
- Create a monitoring and evaluation plan for a public health intervention program.
- Estimate the approximate cost of required program resources needed to implement an intervention strategy.
- Understand how to use budgets as a management tool.

### Leadership

Leadership is one of the three competencies in the outer ring of the SMDP Competency Model that a public health manager must fulfill to build a strong organizational culture. This workshop covers key leadership topics that complement leadership topics found elsewhere in the MIPH course, such as those in Leading Change for Results, Supervision, and Conflict Management.

When you complete this workshop you will know how to—

- Model personal behaviors that inspire and influence others.
- Develop a positive work environment that encourages high performance.



## MIPH Course Learning Objectives

### Leading Change for Results

By the end of the session, participants are able to—

- Recognize the simple change framework.
- Develop a toolkit for implementing change leadership.
- Begin to develop individual change leadership skills.

### Meeting Management

Participants will be able to apply tips and techniques in the planning, implementation, and evaluation of an effective and efficient meeting including—

- Define the purpose of the meeting.
- Write clear meeting objectives.
- Plan the meeting logistics.
- Identify key participants.
- Conduct activities before, during, and after the meeting to increase its effectiveness.

### Organizational Excellence

At the end of this workshop participants will be able to—

- Explain an operational definition of excellence.
- Compare two international definitions.
- Be able to conduct a simple assessment exercise.
- Evaluate their organizations against this definition.
- Understand applications of the definition in public health in developing nations.

### Project Management

This workshop introduces the project management method and its application in public health. Participants will practice skills to manage an actual public health project.

At the end of this workshop participants will be able to—

- Write a project agreement.
- Generate a work breakdown structure.

- Develop a network diagram and schedule.
- Compute and analyze the project critical path.
- Plan to address risks and communicate.
- Track and manage the project.
- Close-out and conduct post project reviews to ensure continuous learning.

### Process Improvement

At the end of this workshop participants will be able to implement the seven steps of process improvement in their own work environment including the following:

- Define a process.
- Measure process performance.
- Analyze causes of variation.
- Generate and plan improvement ideas.
- Implement changes.
- Study the results of changes.
- Act accordingly—”rolling-out” improvement, revising idea, or abandoning idea.

### Strategic Communication

By the end of this session, participants will be able to—

- Explain the benefits of strategic communication for their organizations.
- Differentiate between communication strategy and communication tactics.
- Apply criteria to prioritize communication audiences.
- Identify how audience research can be used to develop communication strategy.
- Analyze communication gaps and barriers.
- Apply behavior change principles to communication plans.
- Conduct a communication audit.
- Develop and evaluate a strategic communication plan for their organization.

## MIPH Course Learning Objectives



### **Supervision**

By the end of this session, participants will be able to—

- Describe different supervisory roles.
- Identify necessary supervisory skills.
- Describe the conceptual model of Situational Supervision.
- Identify behaviors associated with both supervision styles and employee developmental level.
- Identify an employee's preferred style of supervision



### **Team Building**

Team Building is one of the three major competencies (along with leadership and communication) in the outer ring of the SMDP Competency Model, which depicts skills that a public health manager must acquire and demonstrate to build a strong organizational culture. This lively work-shop introduces fundamentals of team building and provides participants with examples of activities they can share with learners in their home country.

At the end of this workshop participants will be able to—

- Describe the different roles in a team.
- Practice team building activities.
- Review common behaviors of teams.
- Identify stages of team development.



### **Time Management**

Upon completion of this training, participants will be able to effectively manage their time by—

- Tracking and analyzing how time is spent.
- Determining priorities.
- Maintaining a personal planner.
- Organizing the work environment.
- Eliminating barriers to staying on schedule.
- Re-evaluating time management processes.

## Class of 2007



### Almaz Abebe

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**Current Responsibilities:** Focal Person for EHNRI and CDC-Ethiopia Collaborative Projects; provide overall coordination and follow-up of those projects with its partners on HIV/AIDS and other sexually transmitted infection, tuberculosis, and opportunistic infections.

**Recent Publications and Honors:** Abebe A, et al. (2000) Identification of a genetic sub-cluster of HIV-1 subtype C (C') widespread in Ethiopia. *AIDS Res Hum Retroviruses* 16:1909-1914; Abebe A, et al. (2003) Seroepidemiology of hepatitis B virus in Addis Ababa, Ethiopia: Transmission patterns and vaccine control. *Epidemiol. Infect.* 131:757-770. Grant award 2007, \$14,000, WHO Country Office Ethiopia, for a 2-year study entitled "Hospital-based surveillance to estimate the burden of rotavirus gastroenteritis in children under five years of age in Ethiopia."



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**Current Responsibilities:** Manage two main offices with multiple satellite offices including more than 600 employees working on diverse research health projects; serve on Department of Paediatrics Advisory Committee; develop and monitor the department's operating research budgets; review data and indicator utilization for all research sites and clinics.

**Management Training:** Train research staff, particularly project supervisors and research medical officers.

**Publications:** Allana S, Naz N, Naqvi MAS, Shakoor KA (2000) Audit of cases at the FNAC Clinic, *JPMC*. Presented and published in "Symposium 2001: Contemporary Medicine & Information Technology." Allana S, Qaiser R, Shamsi R, Sonawalla A (2007) "Clinical profile of Myasthenia Gravis: Experience at Aga Khan University Hospital." Manuscript in review.



### Rejane Maria De Souza Alves

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**Education:** Internet-based certificate program in epidemiology, Johns Hopkins University, USA, Pan-American Organization of Health (PAHO), and MOH, Brazil; public health studies, Ribeirão Preto University, Brazil; and São Camilo University, São Paulo, Brazil

**Current Responsibilities:** Manage the epidemiologic surveillance of disease transmission in food and water.

**Management Training:** Pernambuco University instructor and management trainer for epidemiologists

**Recent Publications:** Co-author (2006) Data to analyze food-borne diseases in Brazil, 1999–2004. In: XLII Congress of the Societies Brazilian de Tropical Medicine, Teresina; (2006) Detection of acute diarrhea in São Bento do Una City, Pernambuco. In: XLII Congress of the Brazilian Society of Tropical Medicine, Terezina; Co-author (2005) Surveillance of food-borne disease in Brazil, 1999–2004, *Epidemiologic AIDS Bulletin*.

## Class of 2007



### Priscillia Dogonyaro

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**Education:** B.Sc., sociology, University of Brasilia, Brazil; M.P.H., School of Public Health, Sao Paulo, Brazil; certificate program in epi-demiology, John Hopkins USA; epidemiology course, College of Public Health, University of South Florida, USA.

**Current Responsibilities:** Coordinate all trainings at the Center, arrange post-training reunions, conduct supervisory visits to help participants complete their learning projects; provide tracking and monitoring of cost data on the intergration of six health interventions.

**Publication:** Perspective on Mineral Processing Technology in the Developing Countries, 1990 student paper award from The Minerals, Metals & Materials Society, USA.



### Carla Magda A.S. Domingues

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**Education:** B.Sc., sociology, University of Brasilia, Brazil; M.P.H., School of Public Health, Sao Paulo, Brazil; certificate program in epidemiology, John Hopkins USA; epidemiology course College of Public Health, University of South Florida, USA

**Current Responsibilities:** Coordinate, plan, monitor and evaluate information health systems; supervise health system services.

**Management Training:** Coordinate staff training to analyze and interpret surveillance data for decision making.

**Recent Publications:** Provots R, Paris MS, Segatto TC, Siquira MS, Santos ED, Ganter B, Pereira M, Domingues CMAS, et al., Interruption of measles transmission in Brazil, 2000–2001, *The Journal of Infection Diseases*, Vol. 187, Supplement 1; LaGuardia J, Domingues CMAS, et al. (2004) System of notifiable diseases–Sinan: Challenges in the development of a system of information in health, *Epidemiology and Health Services of SUS*, Vol. 13 n° 3 jul:135–146; Santos JD, Domingues CMAS. (2003) Pregnancy in Adolescence, *Notebooks of Attention to the Health of the Adolescent*, State Secretary of the Health of DF.



### Heloisa H. Pelluci Duarte

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in Epidemiology Superintendence, Health  
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**Education:** Master of epidemiology, Preventive and Social Medicine Department, Medicine Faculty, Federal University of Minas Gerais State (FM-UFMG), Brazil; epidemiology in Public Health (Lato Sensu), Public Health School of Health Secretariat of Minas Gerais State (MG); M.D., pediatrics, FM-UFMG; M.D., FM-UFMG, Brazil

**Current Responsibilities:** Manager for preparedness and response to public health emergencies; manage Field Epidemiological Training Program in the Superintendency of Epidemiology/Health Secretariat, MG, Brazil.

**Management Training:** Social Medicine Training Program for Rural Areas, FM-UFMG, north region of Minas Gerais State; management trainer in several surveillance basic training programs in transmissible disease in Surveillance Office of SE/SES/MG from 1990–2000; Manager of FETP-Brazil from Jul 2003–Aug 2004.

**Recent Publications:** Duarte H. (2006) Data quality of dengue epidemiological surveillance in Belo Horizonte, SE Brazil, *Rev Saúde Pública*, 40(1):134-42 Poster: Yellow fever outbreak in Minas Gerais State, Brazil, 2001 XII National Meeting of Virology, Brazil, Nov 25–28, 2001.



## Class of 2007



### Thuy Anh Duong

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**Education:** M.P.H., Umea University, Sweden

**Current Responsibilities:** Budget planning, management for HIV/AIDS control in 64 provinces nationwide. Work with donors in coordinating budgets and activities for HIV/AIDS programs.

**Management Training:** Guide provinces in planning, developing their annual action plan. Train managers in provinces on how to develop coordinating activities for the HIV/AIDS control program.



### Kebabonye Priscillah Gabaake

Senior Lecturer & Consultant  
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**Education:** Master of philosophy, International Health Sciences, University of Bergen, Bergen, Norway; bachelor of education in Nursing, University of Botswana, Gaborone, Botswana.

**Current Responsibilities:** Disseminate technical knowledge and expertise, especially in the field of health management, by means of training; develop and present health management and other relevant consultancy proposals to stakeholders.

**Management Training:** See above, plus in-house training for health care unit supervision while working at a reproductive health unit; trained work improvement teams at the Institute of Health Sciences, Botswana, while working as a senior lecturer.

**Significant Accomplishments:** Best student 1991 in both theory and practice at the Botswana Institute of Health Sciences; Dean's Prize in 1996 for most outstanding student from the Faculty of Education, University of Botswana; awarded second best presenter 2002 of research work at the University of Oslo international student conference, topic: Exploration of Namibian refugees' sense of well-being at Dukwi camp in Botswana: Their experiences, opinions, and feelings.



### Saswell Kayuni

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**Education:** International Professional Certificate in Management Accounting from The Chartered Institute of Management Accountants, United Kingdom; bachelor of accountancy, University of Malawi

**Current Responsibilities:** Coordinate project management training for partner organizations by developing course curriculum, identifying appropriate instructors, overseeing course logistics, such as collation of materials, date, time, and venue; conducting course evaluations; and serving as instructor when appropriate; currently coordinating Healthy Plan-*it*<sup>TM</sup> training for District Health Management Teams (DHMTs) of Malawi Government Ministry of Health.

**Management Training:** Trained seven Community Development Facilitators in 1998 at World Vision International (Nthondo Area Development Program in Ntchisi District) in Participatory Rural Appraisal; trained Project Managers/Coordinators and Accountants of projects supported by Sight Savers International in Malawi in Financial Management; assisted in planning and coordinating the training and mentoring of 15 DHMTs (30 participants) in Healthy Plan-*it*<sup>TM</sup>.



## Class of 2007



### Elliah Ligomeka

Chief Economist  
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**Education:** Bachelor's degree in social science (economics major)

**Current Responsibilities:** Ensure that stakeholders in the health sector operate in line with government policies; interface between government and other cooperating partners; formulate and revise health-related policies for the ministry.



### Steven Ludick

Principal Primary Health Care Officer  
Ministry of Local Government  
Government Enclave  
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**Education:** Bachelor of nursing, Advanced Practice. University of Kwa-Zulu Natal, South Africa

**Current Responsibilities:** Coordinate primary health care programmes for all local government health facilities.

**Management Training:** Facilitated work improvement teams and performance managements systems workshops nationwide for local authority staff.

**Significant Accomplishments:** Member of the Golden Key Society for outstanding academic achievements while at the University of Kwa-Zulu Natal. Produced a research document (2006) entitled "Knowledge and attitudes of Women on the Female Condom in Bobonong Community in Botswana."



### Ntukunu Makubate

Principal Health Officer 11/Regional  
IPT Coordinator  
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**Education:** Bachelor of nursing science, University of South Africa, Pretoria; diploma in community health nursing, Institute of Health Sciences (IHS), Molepolole, Botswana; diploma in midwifery, IHS, Gaborone, Botswana; diploma in general nursing, Kanye School of Nursing, Kanye, Botswana; pursuing master of public health degree, University of South Africa, Pretoria

**Current Responsibilities:** Coordinate implementation of Isoniazid TB Preventive Therapy Programme (IPT) in the Southern Region of Botswana; participate in developing and disseminating policies and strategies for IPT; monitor implementation through supervision and data collection; participate in all national TB program activities that include training, supervising, monitoring.

**Significant Accomplishments:** Co-authored abstracts (2003): "Impact of an Adherence Partner on clinical attendance among MASHI participants on HAART in Lobatse-Botswana"; "Uptake of VCT among pregnant women attending Antenatal Clinic in Lobatse-Botswana (2003)."

## Class of 2007



### Mohamed Ally Mohamed

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**Education:** M.Sc., applied field epidemiology, Joma Kenyatta University of Agriculture, Nairobi, Kenya; M.P.H., Muhimbili University College of Health Sciences (CHS), Dar es Salaam, Tanzania; M.D., Muhimbili University CHS

**Current Responsibilities:** Develop, review policy guidelines for communicable disease and epidemic control; advise head of epidemiology; facilitate capacity building and inservice training; participate in planning with district health management committees.

**Management Training:** Train M.P.H. students, health workers, effective planning process for district health staff, district malaria focal persons on surveillance and managerial skills.

**Significant Accomplishments:** Established a weekly epidemiological bulletin published 36 times in 2007; developed national guidelines for disease surveillance.



### Manoj Murhekar

Deputy Director, Epidemiology  
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**Education:** M.D., (preventive and social medicine), Government Medical College, Nagpur, Maharashtra, India; M.B.B.S., Government Medical College, Nagpur, Maharashtra, India

**Current Responsibilities:** Coordinator and full-time faculty for the Indian Field Epidemiology Training Programme (FETP), National Institute of Epidemiology, Chennai. Teach field epidemiology to FETP trainees and guide them in different field projects including outbreak investigations, evaluation of surveillance system and dissertation projects.

**Significant Accomplishments:** Published 36 scientific articles in peer-reviewed national and international journals; received the "Major General Saheb Singh Sokhey Award" from the Indian Council of Medical Research for outstanding contribution to addressing viral hepatitis among the tribal population of Andaman and Nicobar, India.



### Maurice Mwanza

Public Health Laboratory Scientist  
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**Education:** Diploma certificate in biomedical science, Evelyn Hone College, Lusaka, Zambia

**Current Responsibilities:** Help to ensure lab quality in support of diagnosis and treatment for persons with HIV/AIDS and TB.

**Significant Accomplishments:** Reviewed the international acid-fast bacillus smear microscopy training guidelines for CDC; developed training materials for blood culture collection and handling.

## Class of 2007



### Ashenafi Negash

Executive Director  
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**Education:** Expert Community Health Specialist, Ministry of Health, Addis Ababa, Ethiopia; M.P.H, Mahidol University, Bangkok, Thailand; M.D., Addis Ababa University, Ethiopia

**Current Responsibilities:** Lead staff in developing and implementing short- and long-range plans for the Association; ensure that Association projects are properly functioning in terms of quality of work, accounting, reporting and administrative functions; assist in providing information and advice to the Executive Board; direct and administer the Secretariat and the overall operations of the Association.

**Management Training:** Head trainer at the Association's Regional Training Center.

**Recent Publications:** Asres Kebede A, Negash A. (2007) National TOT module on HIV/AIDS Advocacy (in publication), funded by EPHA/CDC; Negassa A, Michael K, Negash A. (2001) Knowledge, attitude and practice of TTBA on HIV/AIDS prevention in Jimma town, south west Ethiopia, *Ethiop J Health Sci.* 2001;11(2):123-129; Asefa M, Tessema F, Negash A, Mariam A, Kelil A, Wajira D. (2003) Developing a model *woreda* to generate baseline data and establish continuous registration of vital events in Cheha Woreda, Gurage zone. Ethiopia, *Ethiop J Health Sci.* 2003; 13: special issue.



### Samuel Jacob Ngobua

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**Education:** Post graduate diploma; B.Sc. (human anatomy); certificate in making medical injection safer (MMIS); certificate in HIV/AIDS counseling

**Current Responsibilities:** Organize, coordinate, and supervise implementation of HIV/AIDS training activities for U.S. government in collaboration with the government of Nigeria.

**Management Training:** Coordinated the Nigerian Field Epidemiology and laboratory training program (NFELTP) short course on outbreak investigation.

**Significant Accomplishment:** Received the "extra mile award" from the United States Embassy, Nigeria, in recognition of contribution to the success of the PEPFAR program in Nigeria.



### Janey E. Parris

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(OECS) HIV/AIDS Project Unit  
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**Education:** M.P.H., Johns Hopkins University, Baltimore, USA; B.Sc. (government) University of the West Indies, St Augustine, Trinidad; diploma in health visiting, School of Nursing, Port of Spain, Trinidad; general nursing certificate, Whittington Hospital School of Nursing, London, UK

**Current Responsibilities:** Manage and deliver a program of technical assistance including training, asset and information management, and services supervision to 6 OECS member states. Provide technical assistance as needed to the OECS Pharmaceutical Procurement Service, Regional Coordinating Mechanism, and the HIV/AIDS Project Unit.

**Management Training:** Continuing education for nurses; management training for senior nurses.

**Significant Accomplishments:** Improved care and treatment for persons living with HIV/AIDS in Trinidad and Tobago through a training and mentorship program for community health nurses; initiated, managed a project that led to the Commonwealth Code of Practice for International Recruitment of Health Workers; as UNAIDS Consultant for 2006 UNGASS reports, facilitated the largest number of reports ever submitted by Caribbean countries.

## Class of 2007



### Chipo Petlo

Principal Health Officer, PMTCT  
Coordinator (Northern Region)  
Ministry of Health  
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**Education:** Bachelor of education in nursing, University of Gaborone, Botswana; diploma in midwifery, Institute of Health, Serowe, Botswana; diploma in nursing science, Institute of Health, Gaborone

**Current Responsibilities:** Coordinate services and health provider training to prevent mother-to-child HIV transmission (PMTCT) in the Northern Region; develop training plans for training of trainers to ensure that the training meets PMTCT program plan; monitor the district budget.

**Management Training:** Started training as hospital matron; train staff members to develop vision, mission, and objectives of the hospital, and hospital standards, leading to improved hospital organization structure; train health care workers on routine HIV counseling, PMTCT counseling, monitoring and evaluation.

**Significant Accomplishments:** Published a journal article in 1995 in *Nursing Today*; honored in 2002 as best nurse in Chobe.



### Pham Thi Thuy Linh

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**Education:** Certificate for "HIV/AIDS prevention and control program," Vietnam Administration of AIDS Control, Vietnam 2006; bachelor of public health, Hanoi School of Public Health (HSPH)

**Current Responsibilities:** Assistant lecturer in Department of Health System Management for modules "Health Management" and "HIV/AIDS Prevention" for bachelor and master of public health students; coordinate modules on "Introduction to Public Health" and "National Health Programs" for undergraduates. Assistant Program Officer for Training program on HIV/AIDS program management, a collaboration between HSPH and SMDP since 2005.



### Wimon Roma

Health Officer, Assistant of the Office  
of Strategic Management toward  
Social Well-being  
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**Education:** Master of science (public health), Health Education, Mahidol University Bangkok, Thailand; diploma in nursing and midwifery (equivalent to bachelor of science in nursing), Nursing College Division, MOPH, Thailand

**Current Responsibilities:** Enhance the management capacity of the health team in Department of Health, Ministry of Health, also work to improve the health promotion process; established a monitoring and evaluation well-being indicator.

**Management Training:** Coordinator of a model program to integrate reproductive health for low-income urban women organized by Program for Appropriate Technology in Health (PATH); Training of Trainers for HIV/AIDS Counselling.

**Significant Accomplishments:** Developed benchmarking guidelines for local government; developed well-being Indicator; served as member of the Public Sector Management Quality Assessment committee at the Department of Health and on the Health Promotion Hospital committee at the Department of Health.

## Class of 2007



### Boosaba Sanguanprasit

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**Education:** Ph.D.(biostatistics and epidemiology), University of Hawaii, USA; M.S. (biostatistics) from the University of Hawaii; certificate in population studies from University of Hawaii; M.P.H. from Tulane University, Louisiana, USA; B.Sc. (public health nursing), Mahidol University, Thailand; diploma (nursing and midwifery), Thai Red Cross Nursing College, Thailand.

**Current Responsibilities:** Teach at undergraduate, masters, and doctoral levels in research and health promotion strategies; research in health promotion (exercise and diet) in different groups and settings: school-, hospital-, and community-based; serve on academic committees for many programs at the Faculty of Public Health, Mahidol University, and as a research consultant to various agencies.

**Management Training:** Before joining the faculty of Mahidol University, worked as an instructor for the Training Division and the College of Public Health Administration of the Ministry of Public Health for 25 years; actively involved in developing and managing curricula for public health administrators at different levels.

**Significant Accomplishments:** 1981 WHO grantee; 1985–1990 East West Center grantee.



### Thuto Tomeletso

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**Education:** M.P.H., University of Limpopo, Pretoria, South Africa; M.A. in clinical social work, Washington University, St. Louis, Missouri, USA

**Current Responsibilities:** Coordinate design, planning, management, implementation of workplace HIV/AIDS programs; monitor and evaluate program effectiveness; assess risk behaviors among workers and create behavior change and communication strategies, workplace policy development, Information, Education and Communication material development as well as capacity-building of peer educators, counselors, and senior management.

**Management Training:** Counselor trainer for the Ministry of Health (Counseling Unit), HIV Couple Counseling and Testing Training of Trainers (TOTs).

**Significant Accomplishments:** Responsible for the expansion of HIV/AIDS counseling and testing services for the entire country; responsible for several bilateral projects between the Government of Botswana and external funders such as the Care for Careers projects and VCT expansion to community-based organizations.



### Minh Hoan Trinh

Vice Chief of NTP Department,  
Head of Science and Training  
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**Education:** Ph.D. in sociology, Ho Chi Minh National Institute for Politics Academy; M.Sc., sociology, National Centre for Social Sciences and Humanities; Post-graduate studies on TB, Hanoi Medical College; M.D., Hanoi Medical College

**Current Responsibilities:** Manage training and scientific research for NTP; plan and implement activities, supervise and evaluate all activities and report quarterly and annually on human resource issues for the NTP.

**Management Training:** Responsible for science and training of NTP staff.

**Significant Accomplishments:** Abstract: TB/HIV situation in Haiphong Province in Vietnam at 2006 HIV/AIDS International conference in Toronto, Canada; Assessment of Human Resources in Vietnam NTP 2005.



## Teamwork Exercises



The MIPH course begins with team-building exercises that enhance the participants' MIPH learning experience and that are grounded in a theoretical overview of the role of teams in organizational performance. Participants also learn how to teach team-building skills in workshops they will conduct in their home countries.



# Healthy Plan-*it*<sup>TM</sup>

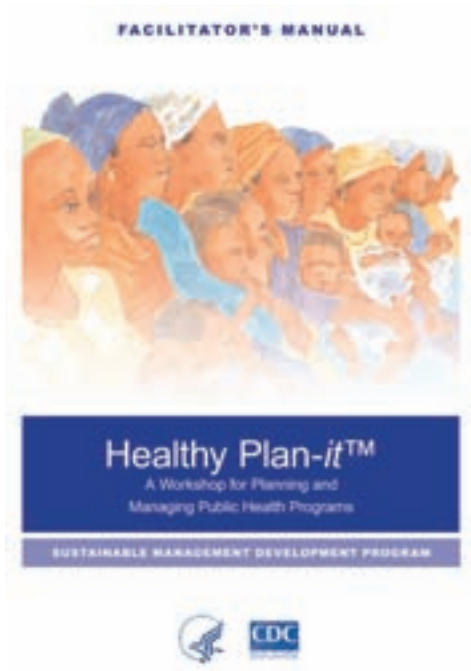
This tool for planning and managing public health programs received the 2000 International Association for Continuing Education Training (IACET) Oracle Award. Attractively illustrated, each module provides information and tools that can be used again and again in planning, implementing, and evaluating public health programs.

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- Problems and priorities
- Finding solutions
- Evaluation and budgeting

Healthy Plan-*it*<sup>TM</sup> is available from the Public Health Foundation ([www.phf.org](http://www.phf.org)) or call (US domestic toll-free) 1-877-252-1200.





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