Call for a new course “Implementation Science” in the course program of the SSPH+ Inter-university Graduate Campus (IGC)

Basic idea

We are looking for proposals for a course that provides a rigorous introduction to implementation science as a scientific discipline dedicated to understanding and closing the persistent gap between research evidence and real-world practice in health, public health, policies implementation and related systems.

Despite strong evidence for many interventions, programs, and policies, their uptake, effective use, and long-term sustainability in real-world settings remain limited. Implementation science addresses this challenge by generating theory-informed and methodologically robust evidence on *how*, *why*, *for whom*, and *under which contextual conditions* evidence-based practices are adopted, implemented, adapted, sustained, or fail.

The course should emphasize the conceptual and methodological foundations of implementation science. Participants should develop a clear understanding of:

- the distinction between evidence-based practices and implementation effective strategies;
- implementation outcomes (e.g. acceptability, adoption, feasibility, fidelity, sustainability) and how these differ from clinical or population health outcomes;
- how implementation may succeed or fail differently across populations, and how to design equitable implementation strategies;
- how to identify and engage stakeholders (e.g., in stakeholder dialogues);
- how to use concepts and designs from implementation science to identify relevant barriers and facilitators, and to address challenges;
- de-implementation: The science of reducing or stopping low-value or harmful practices;
- economic considerations: Cost-effectiveness and cost-benefit analysis of implementation strategies and budgeting from implementation.

Key theories, models, and frameworks commonly used in implementation science should be introduced and critically discussed, with attention to how and why particular frameworks are selected for specific research questions.

We welcome course proposals that further cover study designs and methods in implementation research, including qualitative, quantitative, and mixed-methods approaches, as well as hybrid effectiveness–implementation designs.

Objectives

We welcome proposals that include the following objects, among others, that facilitators find important:

After completing the course, doctoral students will be able to:

- Define implementation science and distinguish it from dissemination, quality improvement, and effectiveness research.Explain the role of implementation science in bridging the “Know–do” gap in health and public health.
- Distinguish implementation outcomes from clinical, service, and population health outcomes.
- Identify relevant stakeholders as well as potential barriers and facilitators to implementation across multiple contextual levels and settings.
- Select and justify appropriate theories, models, and frameworks for specific implementation research questions.Sketch the design of implementation studies and assess their potential indicators of success (e.g., feasibility, costs, their benefits and so forth).
- Understand how implementation research supports scalability, sustainability, and system-level change.
- Sketch implementation science concepts and frameworks to be applied to their own doctoral research or applied projects.

Planned date

2027

Planned duration

3 to 5-day course (1 or 2 ECTS)

Teaching formats

Teaching modalities may include e-learning, blended learning, in-person, lectures, practical exercises.

Submission date

17 May 2026

General information

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Call for a new course “Mental Health and Wellbeing” in the course program of the SSPH+ Inter-university Graduate Campus (IGC)

Basic idea

Growing global evidence underscores that mental health is a critical component of overall health and societal functioning. Mental disorders are a major cause of disease burden, and promoting mental well-being is an important public health task.

- The goal of the course is to enlighten why and how mental health and wellbeing is a fundamental dimension of public health and everyday life—one that extends beyond the absence of illness to include resilience, social participation, meaningful relationships, and overall quality of life.
- The course will guide students in understanding the use of the term’ well-being’ through an interdisciplinary lens.
- The course will introduce conceptual models that integrate both mental health and mental illness.
- Students will learn about instruments used to measure mental health, mental illness, and well-being.
- Students will critically examine strategies for mental health promotion and prevention at the individual, community, and policy levels.

Suggested Content Areas

• Definition of mental health and well-being

- Central concepts and theories explaining well-being, mental health, and mental illness.

• Overview of mental health data and their implications in Switzerland and worldwide

- Epidemiological data on the prevalence and burden of mental illness; health-economic impacts.
- Understanding temporal trends and measurement artefacts.
- Contemporary risk and protective factors across ecological levels.
- Individual, economic, and societal impacts of mental health and mental illness.
- Possible links with other health domains (e.g., physical health, nutrition, environmental health).

- **Measurement and assessment of well-being, mental health, and mental illness**
    - Instruments, indicators, and methodological considerations.
- **Applied concepts, models, and evidence-based strategies**
    - Approaches to promoting well-being and mental health across different populations and settings.

Objectives

After completing the course, students will be able to:

- Critically evaluate mental health and well-being measurement tools with regard to validity, cultural appropriateness, and application context.
- Interpret epidemiological data on mental health trends and burden of disease.
- Analyze mental health issues through intersectional and structural lenses.

We welcome course proposals that further address applications related to mental health and well-being, theory-based interventions, and health promotion strategies, as well as innovative or interdisciplinary approaches

Planned date

2027

Planned duration

3 to 5-day course (1 or 2 ECTS)

Teaching formats

Teaching modalities may include e-learning, blended learning, in-person, lectures, practical exercises.

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Submission date

17 May 2026

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Call for a new course “Responsible Use of Generative AI in Research” in the course program of the SSPH+ Inter-university Graduate Campus (IGC)

Basic idea

Generative AI models such as ChatGPT or Gemini are finding increasing use in research. However, confusion is pervasive about when, where, how, and by whom generative AI can be used in the scientific workflows. For example, scientific journals may currently discourage the use of generative AI for peer-review and – to some extent – in manuscript writing.

Therefore, there exists an urgent need for practical guidance on how to use generative AI responsibly in science. Different definitions of “responsible AI use” exist in the literature, but most converge towards a use that respects ethical and privacy principles, as well as general scientific principles for high-quality evidence (validity, reproducibility, generalizability, etc).

The course needs to anticipate rapid developments in AI (e.g., multi-agentic AI) and practice of science in the future.

Objectives

This course serves to enhance general digital literacy of students in the use of generative AI in science and other everyday tasks of researchers, with a specific focus on research in the field of Public Health. The course content should be generally accessible to a general audience of PhD students in Public Health and not impose specialist requirements in mathematics or computer programming.

After the course, students …

- are aware of basic mechanics, functions, training, and limitations of generative AI
- know key principles of privacy, ethics, and bias propagation inherent in generative AI training and use

- understand key attributes and characteristics of responsible AI use (e.g., Ethics, Privacy, Reproducibility, Effectiveness, Efficiency, Error Tolerance, etc.)
- are able to identify suitable steps and tasks to be supported by generative AI in their typical research workflows
- are familiar with strategies and tools to critically review generative AI work steps, processing, and results
- are able to assess existing generative AI tools with respect to potential for responsible AI use
- are able to use gen AI responsibly in grant and manuscript writing and peer review (including adherence to emerging guidelines)
- are able and motivated to engage in critical discussion and self-reflection with peers and supervisors regarding responsible AI use in research - now and in the future
- are able to consider how AI use impacts the work process as a researcher and their basic human needs - human-centred AI use (skilling/deskilling, changes in social relationships, etc.)

Planned date

2027

Planned duration

3 to 5 day-course (1 or 2 ECTS)

Teaching formats

Teaching modalities may include e-learning, blended learning, in-person, lectures, practical exercises.

Submission date

17 May 2026

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