General information

IGC Courses: Calls, Proposals and Funding

IGC Course Development and Selection

IGC courses are initiated and supported by the Academic Board of the IGC.

Calls for new IGC courses are open to all SSPH+ Faculty Members, who are invited to submit course proposals. The Academic Board reviews all proposals and decides which courses will be implemented.

Selected courses are initially offered for **five editions**. The Academic Board reserves the right to discontinue a course earlier if it does not meet demand or the expected standards. After five editions, a new call for proposals is issued. The current course facilitator is welcome to submit a new proposal.

Course Proposal Submission

Please submit your course proposal by email to the IGC Manager:
Ann Walser: **awalser@ssphplus.ch**

Funding

Course Development

The selected candidate receives **CHF 3,000** for developing the full course concept.

Course Delivery

The course budget is **CHF 5,000 per ECTS**, regardless of the number of lecturers.
This budget covers:

- Lecturer remuneration, including honoraria and expenses
- Course materials
- Room costs
- Coffee breaks
- Local course organization

Additional Travel and Accommodation Allowance

For **onsite courses**, an additional travel and accommodation allowance is available **per in-class course day**, regardless of the number of lecturers:

Course Day with:	**Allowance per course day**
Lecturer(s) from SSPH+ partner universities	CHF 0
Guest lecturer(s) from Switzerland	CHF 100
Guest lecturer(s) from Europe	CHF 300
Guest lecturer(s) from overseas	CHF 600

SSPH+ INTER-UNIVERSITY GRADUATE CAMPUS SWISS SCHOOL OF PUBLIC HEALTH

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

Course Topic: "Missing Data in Health Research: Mechanisms, Methods, and Applications"

Basic idea

Missing data are ubiquitous in health research, arising in observational studies, clinical trials, and routinely collected health data alike. Beyond reducing statistical power, missing data can introduce serious bias, threatening the validity of research findings and the conclusions drawn from them. Missingness may occur in many forms including non-participation, loss to follow-up, non-response, censoring or non-detects. Each of these common manifestations of missing data have distinct implications for analysis.

This course should adopt a principled, task-oriented approach to missing data. Rather than surveying methods in isolation, it frames the choice of method around the researcher's goal — whether descriptive or causal — and the assumptions that can plausibly be made about the missing data mechanism. The course may touch a broad range of missing data problems, cover the foundational taxonomy of missing data mechanisms (MCAR, MAR, MNAR) and should focus on multiple imputation as the primary practical tool, including modern implementations via multivariate imputation by chained equations (MICE).

The course should present approaches for reasoning transparently about why data are missing and what bias may result. For descriptive analyses, the course should examine how missing data in the outcome and covariates affects estimates of prevalence, means, and adjusted associations. For inferential analyses, particular attention should be given to the distinct challenges posed by missing exposures, missing covariates, and missing outcomes. The course should also address best practices for transparent reporting of missing data in health research and could cover sensitivity analysis.

Objectives

The overall aim of the course is to provide students with all necessary skills to deal with missingness in their dataset. The course should cover the following topics:

- Describe the consequences of missing data for statistical inference, including loss of power and the introduction of bias, across different research designs.
- Distinguish between missing data mechanisms (MCAR, MAR, MNAR) and to reason about plausible mechanisms.
- Select and justify an appropriate missing data strategy according to the analytical goal, distinguishing between descriptive and inferential analyses.

- Explain the principles of multiple imputation and apply these correctly.
- Report missing data methods and findings transparently in accordance with current reporting guidelines.

The course may also include optional topics such as sensitivity for MNAR, data below detection limit, missingness in multilevel data etc. Additional topics based on the experience and interest of the lecturers are welcome.

Planned date

2028 / 2029

Planned duration

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

Teaching formats

Teaching modalities may include pre-course readings or preparation, E-learning, blended learning, in-person lectures, practical exercises, workshops, group work, and assessments

Submission date

30 November 2026

Course Proposal Submission

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Ann Walser: **awalser@ssphplus.ch**