



Course Catalogue

**PINCER TRAINING AND RESEARCH INSTITUTE
(PTRI)**

A member of the Pincer Group International Ltd

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1. Introduction

The Pincer Training and Research Institute (PTRI) is a member of the Pincer Group International Limited (TPGIL). Founded in 2007, TPGIL is a strategic response to artificial constraints to the full experience of human potential. Through its innovative cognitive transformative and hybrid strategies, TPGIL seeks to unleash artificially curtailed potential. As part of this effort, PTRI was formed to equip Scholars, Researchers, Managers, Administrators, Politicians and Business People with the knowledge and practical skills that will enable them live to their full.



The main focal domains of PTRI are health, education, public administration, resource management and development. In all cases, PTRI aims at unlocking any bottled-up potentials in individuals, organizations and communities. The specific areas covered include Research methods, Leadership and Management, Project management and Entrepreneurship. In all cases participants are expected to develop strategic thinking, critical/ analytical thinking, and problem solving mind sets. The courses are all grounded in cognitive transformative and hybrid engagement approaches.



PITRI seeks to equip her clients with hands-on, evidence-based and innovative skills. By the end of each training program, participants would have developed attitudes, skills and enthusiasm to unleash their potentials in their specific areas of persuasion with efficiency, creativity and diligence. The training programs are designed to provide both corporate and personalized mentoring and coaching, so as to facilitate the desired transfer of attitudes and skills. Provisions are also made for the follow-up of participants to track how the gained competencies are being transferred in the families, communities, organizations and individuals.



Philosophy

PITRI upholds an abiding commitment to people based on her belief in them. In PTRI, we believe that all peoples, including those with disabilities and other disadvantages, do possess inexhaustible strategic potential for change, progress, betterment and welfare! This belief and passion in seeing that each of them get into their destiny motivates us to keep reaching out to create the necessary conditions that will facilitate their emancipation. PTRI maintains a posture of constructive engagement with people through hybrid

strategies that honour individuals in their own rights and totality as well as commits to their continuous growth through learning.

Given that some of the best lessons tend to be learned in stimulating contexts of diversity, PITRI supports and promotes intercultural exchanges. In this regard, PITRI provides opportunities for exposure to learners as a way of facilitating the development of a comparative outlook in analysis. This also allows for learning through exploration and discovery as part of the holistic approach to knowledge, skills and attitudes development at the Institute. This also enables participants step out and explore alternative worldviews in order to appreciate diversity and different life experiences.

Vision: A centre of inspiration, innovation and creativity

Mission:

To unleash artificially curtailed potential through training, mentorships, research and community service.

Core values:

- Equal opportunity for all
- Excellence
- Value addition
- Innovation
- Integrity

Target Group/ Clients

Scholars, Researchers, Managers, Administrators, Politicians and Business People who wish to grow their knowledge and practical skills in Research, Management, Leadership, and Entrepreneurship. We offer special packages for Undergraduate and post-Graduate Researchers, Public and private Organizations and Institutions, Local governments, Businesses, Political Parties, International Development and Aid Agencies, Security Agencies and Entrepreneurs.

Faculty:

PITRI has an experienced and inter-disciplinary faculty

Motto: *Destined to win*

Activities

A. Training

We offer Short term targeted /tailor-made courses (in-house and community/field-based) in the following areas:

- Public health: Occupational Safety, Public Safety, Environmental Safety
- Education: Leadership course for Boards of Governors, School Management Committee, Parents Teachers Associations, Teachers effectiveness and Guidance and Counselling, and Violence prevention.
- Governance: Areas covered included Boards, Management and Leadership, Local government especially: Goal setting, Vision and Mission development, Strategic planning, Coaching and mentoring and resource mobilization.
- Peace and Conflict Resolution: Peace education, Psychosocial support and Conflict resolution
- Project management: Project cycle, Monitoring & Evaluation, Resource mobilization
- Research (Research methods, data analysis using SPSS, Stata, Surveys, *Situational analyses, baseline studies, feasibility studies, Impact assessment studies, monitoring and Evaluation, Efficacy studies*)
- Livelihood improvement (Wealth creation, Retirement planning.
- Mass communication: Video coverage, Photography, Public speaking

B. Research

We also conduct independent studies: Surveys, Situational analysis, baseline studies, feasibility studies, impact assessment, Monitoring and Evaluation, Efficacy studies in the areas below:

- i. Public health
- ii. Education
- iii. Governance
- iv. Peace and Conflict Resolution
- v. Project management
- vi. Livelihood

C. Community Service

Besides, the typically facility based training programs, our faculty along with learners are expected to spend sufficient amounts of time in different communities. Among the things they are expected to participate in are; behaviour change communication, ordinance development and dissemination, Policy analysis and Livelihoods improvement, Organizational development, Clinical/health services and environmental pedagogy. The community engagements fall within the following thematic areas:

1. Public health
2. Education
3. Governance
4. Peace and Conflict Resolution
5. Project management
6. Counselling
7. Consulting

D. Publishing

In addition to the above thematic areas, PTRI publishes reports, books, readers, IEC materials and others to support transfer of high quality evidence into policy and programs.

- Educational materials
- Research/ program Reports
- Peer reviewed manuscripts
- Books

2. Faculty:

Dr. Milton Mutto, PhD

Dr. Gloria K Seruwagi, PhD

Dr. Charles Matsiko, PhD

Mr. Tom Duku, MBA

Assoc. Prof. Stephen Lawoko



3. Courses

3.1 Introductory Course in Research Methodology (PG-001)

This course is designed to provide general introduction to the basic concepts applied in Research. By providing an overview on the concepts, approaches, methods and techniques used in epidemiologic and social research, it lays the foundation for future growth in this field of research.

Aims and Objective

To introduce participants to the foundational concepts of Research

By the end of this course, participants will:

- Have sufficient mastery of the foundational concepts in Research
- Have demonstrable interest in research
- Be able to advocate for the integration of research into programs.

Course Content

- Definition of Research
- Role of Scientific research in development
- Types of Research
- Causality and measures of occurrence
- Research Design

Participants

Individuals with or without the basic interface with research methodology. Included are under-and post-graduates from different fields of human pursuit including public health, social sciences, psychology and development studies as well as program managers/officers with evaluation and monitoring mandates.

Duration: Two (2) weeks

Tuition: 200 USD



3.2 Advanced Course is Research Methods (PG-002)

Aims and Objective

To introduce participants to advanced concepts of Research Design, Causality, Bias, Confounding and Effect Modification.

By the end of this course, participants will:

- Have sufficient mastery of Research designs, the strengths and weaknesses of each design, the application and limitations of each design and be able to use the knowledge to select and motivate for specific designs for different types of research questions.
- Have demonstrable interest and enthusiasm in applying research in daily work including taking on research as a carrier
- Be able to integrate research into programs or project designs.

Course Content

- Introduction to Study Design
- Descriptive Design
- Experimental Designs
- Confounding
- Effect modification
- Bias

Participants

Individuals who have had sufficient interface with the subject of research methodology. Among them are under-and post-graduate students with prior exposure to the introductory course in research from any of the related fields of human pursuit including public health, social sciences, psychology and development studies. Program managers/officers whose work involves monitoring, evaluation and interpretation of research reports are included.

Duration: Two (2) weeks

Tuition: 200 USD



3.3 Basic Course in Statistics for Research (PG-003)

Aims and Objective

To introduce participants to the foundational concepts of Statistics for Research

By the end of this course, participants will:

- Have sufficient mastery of the foundational concepts in Statistics; they will be able to apply these concepts in subsequent analyses of quantitative data from different study designs.
- Have demonstrable interest and enthusiasm in Statistics
- Be able to articulate and advocate for statistical evidence as basis for project/program decisions.



Course Content

- Definition and role of Statistics
- Descriptive statistics
- Inferential statistics
- Levels of Measurement
- Measures of occurrence, Effect and Impact



Participants

Individuals with or without very basic interface with the subject of Statistics for research beyond the advanced level education. Undergraduate and post graduate Students from different fields of human pursuit including public health, social sciences, psychology and development studies also have a special package. Program managers/officers whose work involves monitoring and evaluation of programs are included.

Duration: Two (2) weeks

Tuition: 200 USD



3.4 Advanced Statistics (Code PG 004)

Objectives:

To introduce participants to the common methods of evaluating relationships between different types of exposure and outcome variables.

Outcome:

By the end of this COURSE (PG-004), participants will be able to use multiple linear and logistic regression models to explore relationships between different types of exposure and outcome variables; carry out regression diagnostics; evaluate confounding and effect modification. Participants will be able to understand and recognize the need for use of these methods as opposed to the simple t-tests and chi square tests to the field of projects management.



Methods

Participant centred problem based training methods will be used to optimise skills transfer.



Participants

The course will require good mastery of basic statistics, analytical skills.

Duration: Two (2) weeks

Tuition: 200 USD

3.5 Data Analysis using STATA (Code PG-006)

Aims and Objective

To introduce participants to the basics of data analysis using STATA software

By the end of this course, participants will

- Be able to manage, clean and carry out basic analysis of Statistical data using STATA
- Be able to use STATA for variable selection and analysis of the intermediate concepts in Epidemiology including fitting of different types of linear models.

Course Content

- Introduction to STATA
- Review of descriptive and inferential statistics
- Levels of Measurement
- Measures of occurrence, Effect and Impact
- Data formats for STATA
- STATA commands
- Interpreting analysis outputs

Participants

Individuals with no previous or with very basic interface with Statistics for research and wish to improve their statistical analysis skills. Among them undergraduate and post graduate Students from different fields of human pursuit including public health, social sciences, psychology and development studies and program managers involved in monitoring and evaluation.

Duration: Two (2) weeks

Tuition: 200 USD





3.6 Data Analysis using SPSS (PG-007)

Aims and Objective

To introduce participants to the basics of data analysis using SPSS software

By the end of this course, participants will:

- Be able to manage, clean and carry out basic analysis of Statistical data using STATA
- Be able to use STATA for variable selection and analysis of the intermediate concepts in Epidemiology including fitting of different types of linear models

Course Content

- Introduction to SPSS
- Review of descriptive and inferential statistics
- Levels of Measurement
- Measures of occurrence, Effect and Impact
- Data formats for SPSS
- SPSS commands
- Interpreting analysis outputs

Participants

Individuals with no previous or with very basic interface with Statistics for research and wish to improve their statistical analysis skills. Another category are undergraduate and post graduate Students from different fields of human pursuit including public health, social sciences, psychology and development studies and program managers involved in monitoring and evaluation.

Duration: Two (2) weeks

Tuition: 200 USD





3.7 Multi-level modelling using STATA (PG-008)

Introduction

The MLA course provides grounding in the use of multilevel models and techniques in handling nested data from complex study designs. It includes mastery of the relevant statistical terms and techniques for managing clustered and hierarchical data.

Aims and objectives

- Introduce general concepts of MLA
- Explore sources of clustering
- Introduce techniques of managing clustering
- Introduce MLA using STATA

Content

This course introduces participants to the statistical features of multilevel models, deals with the approaches to the handling of hierarchical of clustered data, and provides training in specifying multilevel models for linear and categorical outcome variables in a variety of study contexts. The course emphasizes practical application of multilevel models, use of statistical software (STATA) and exposes both strengths and limitations of multilevel modelling.

Methods

Participant centred problem based training methods will be used to optimise skills transfer.

Target group

The course will require advanced analytical and statistical skills. Investigators and statisticians involved in studies with complex hierarchical designs are encouraged to apply





3.8 Basic Course in Qualitative Research (PG 009)

Introduction

:

Qualitative research in its most basic form involves the analysis of any unstructured data, including open-ended survey responses, literature reviews, audio recordings, pictures and web pages. It is all about exploring issues, understanding phenomena and answering questions.

Course objective: This course will familiarize students with principal research methods used in qualitative research.

Course content

- Introduction (Nature of qualitative research-characteristics)
- Difference between qualitative and quantitative research methods
- Qualitative research approaches (for each research approach we shall explore its purpose, method, analysis and outcome).
 - a) Grounded theory
 - b) Phenomenology
 - c) Ethnography
 - d) Case study
- Qualitative research approaches continued
- Data collection methods
 - a) Focus groups
 - b) Observation
 - c) Qualitative interviewing
 - Trust worthiness



3.9 Analysis of Qualitative Data (PG 010)

Aims

Qualitative methods have gained popularity in research. A major challenge pertains making sense of the wide array of qualitative information. This course aims at introducing participants to some of the methods of organizing, interpreting, drawing conclusions and verifying conclusions from qualitative studies.

Course Content

- Transcription of qualitative data
- Organizing qualitative data
- Identification of themes and categories
- Memoing
- Elaborating and interpreting data
- Checking
 - a) Interpretive techniques
 - b) Coding and categorizing
 - c) Content analysis
 - d) Discourse analysis
- Ethical guidelines in qualitative research
- Group work/Assignment
- Critical appraisal of scientific articles
- Group work/Assignment
- Group work presentation

Participants

Individuals who are engaged in or interested in engaging in qualitative research such as undergraduate and post graduate Students from different fields of human pursuit including public health, social sciences, psychology and development studies.

Duration: Two (2) weeks

Tuition: 200 USD



4. Internship program

The Pincer Group International Ltd (TPGIL) is a strategic response to artificial constraints to the full experience of human potential globally. Such artificial constraints [to human potential] include violence/war, bad policies, ignorance, poor education, conflicts, poor health, inexperience, exclusion and extreme poverty. In Africa and Uganda, the area where these limitations are most apparent is capacity to harness inherent talent, endowments, and other potentials for beneficial application in all aspects of life. In the most affected communities, this has often manifested in the way people live in sub-optimal conditions yet in the midst of plenty. Even many of those who have had opportunities to study have come out of the premier training institutions without the attitudes, skills and knowledge required to thrive in the current competitive dispensation. Another dimension emanating from the lack of exposure has been the inability to appreciate and harness diversity. This has bred suspicion, mistrust and violence among different populations instead of promoting complementarity and synergy.

In order to bridge this escalating gap in the public health, and other academic pursuits, the Pincer Group International (TPGIL) has developed and piloted an international internship program. The 5 year old program has benefited students from Uganda (Makerere University, Uganda Christian University, Kyambogo University and Gulu University; Sweden (Karolinska Institutet), and the USA (University of Tennessee, Eastern University). Many of the participants have found the program greatly beneficial, especially in exposing students to practical learning and application of the theoretical knowledge gained in class. The program has also provided an ideal environment for knowledge integration as students work and learn in multidisciplinary contexts. The program provides a great opportunity for Students from different cultures and academic traditions to learn together in practical field contexts and contribute to the shaping of theory and practice especially international development policies. The program has also helped the upcoming scientists improve their decision making skills.

TPGIL's internship program has been aligned with the global trends in education. It supports an academically rigorous, curriculum-based, practical work experience and mentorship in public health, local governance, research, education,

community development and other disciplines that directly interface with the targeted artificial constraints. The international interns are competitively selected by their respective institutions of origin in collaboration with Pincer Group.

AIMS AND OBJECTIVES

1. To support practical skill and attitude development through an academically rigorous, curriculum-based, practical work experience in areas of public health and other disciplines
2. To provide practical field situations for the interpretation and application of the theoretical knowledge
3. To provide practical community situations for knowledge integration across disciplines and cultures
4. To enable students engage and contribute to theory and practice from practical field perspectives.
5. To help upcoming scientists grow their decision making and practical problem solving skills.

LEARNING OUTCOMES

By the end of the internship, the student would have identified a particular problem of interest, evaluated the different problem analysis resources, applied the most suitable approach to elucidate the problem; explored the nature, extent and causes of the problem and developed possible interventions. They will be able to plan and execute a typical public health intervention; evidence awareness of potential problems including ethical issues in the design and implementation of public health interventions and intelligibly discuss scientific findings. In addition, the student will be able to demonstrate social competence skills, gain experience in international environments and add international experience to their CV; develop personal confidence and leadership in public health, and Integrate classroom learning and practice in a public health work environment

LEARNING ACTIVITIES

Participants are expected to work with limited supervision, organize and participate in seminars, field trips, and other day to day organizational endeavours. An individual/or group

project in areas such as quality of care, migration as a risk/protection, climate change impact on health and health systems, intentional/unintentional injury prevention, and inequalities in health. Projects will also be adapted to areas of interest in the receiving faculty/organisation.

ASSESSMENT

The overall assessment will be done by the sending academic institutions. At TPGIL, a participant is assigned a supervisor and subjected to a formal orientation and the basics of the discipline. After the first two weeks the student is expected to have identified and written down a two page concept of the work to be accomplished during the internship period. This becomes the formal document against which the participant's progress is assessed. At the end of the internship period, the student is expected to produce a report that is shared between the sending institution and TPGIL. Where applicable, it should also made available as part of the training repository at TPGIL's resource centre.

5. TRAINING CALLENDER

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 |
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| December | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

6. APPLICATION PROCESS

Once a course is convened and advertised on the web site or other public media, those who have the required competencies and backgrounds can apply (both online and paper applications are accepted). Adheres to the general and course specific instructions is highly recommended.

Application & Fee:

A completed application form together with all the required testimonials must be submitted after payment of a non-refundable application fee of \$20 (USD). Online applications (through the PTRI website) as well as hard copy application options are available.

Letters of Recommendation:

A letter of recommendation may be required from individuals who are knowledgeable of an applicant's academic potential and other personal characteristics. It is the responsibility of the applicant to ensure that the recommendation is delivered to the registrar PTRI before the applicable timelines.

Written concept/personal statement:

Some of the courses may require personal motivation statements (or concepts) of 250-500 words. In such cases, applicants may write their concepts on any subject within their specific areas of interest.

Admission Decision Notification

Once received, the applications are reviewed by an independent Committee. They committee reviews the academic merits of each application based on the submitted documents. Academic potential is the primary consideration for admission, but other qualities such as motivation, creativity, and community involvement are also evaluated. The applicants must ensure they submit all the important information that can allow the committee to arrive at an accurate and objective decision. When completed, the Secretary of the Admissions Committee then notifies the applicants about the Committee decision in a timely manner.

7.CERTIFICATION

Once a participant has successfully completed both course work and project-(where applicable), he/she is awarded a course certificate from the PTRI. Each certificate carries the specified number of credits depending on the length and depth of the course, content covered and projects completed as part of the particular training. Attempts have been made to ensure the certification process conforms to the national standards as set by the National Council of Higher Education as well as international standards to facilitate the transfer of the gained skills, knowledge and credits across institutional arrangements. Currently, PTRI's three months Public Health student placement program contributes up to 10 credits to Bachelors students of Karolinska Institutet.