

**LOYOLA**  
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# PARKINSON

SCHOOL *of* HEALTH SCIENCES  
AND PUBLIC HEALTH

**Graduate Student Handbook**  
**for the Master of Public Health Program**  
***Loyola University Chicago***  
***Health Sciences Campus***  
**2022-2023 Edition**

*Revised: August 2022*

## **Master of Public Health Student Handbook**

Welcome to Loyola University Chicago's Master of Public Health Program and the Health Sciences Campus! We are excited you have chosen to pursue your graduate degree at Loyola. This handbook contains the policies and information you will need to guide you through the program, from orientation through graduation. This handbook will be particularly helpful as you create your course schedule and plan your Applied Practice Experience (APE, *aka Practicum*) and Integrated Learning Experience (ILE, *aka Capstone*) projects. Please familiarize yourself with the contents and use this handbook as a reference and guide as you progress toward your MPH degree.

### **PURPOSE OF THE HANDBOOK**

This handbook contains information pertaining to academic requirements specific to the Master of Public Health standalone and dual degree programs, along with LUC Parkinson Graduate Programs policies, facilities, and activities. The information presented here supplements that found in the Loyola University Chicago Parkinson Graduate and Certificate Handbook.

*Unless otherwise noted, Parkinson School of Health Sciences and Public Health policies shall take precedence over policies in this handbook.*



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*Preparing people to lead extraordinary lives*

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## **MPH PROGRAM MISSION AND VISION**

Inspired by Loyola's Jesuit tradition of social justice and freedom of inquiry, the Loyola University Chicago Master of Public Health program prepares students to promote health equity. Our goal is to prepare leaders that can meet this challenge through a competency-based and flexible community-engaged curriculum with an emphasis on bridging health and health services gaps that exist along racial and economic lines. We accomplish this by offering career-oriented MPH concentrations, taught through multiple departments and institutes of Loyola's top-ranked university system, including: Parkinson School of Health Sciences and Public Health, Stritch School of Medicine, the School of Law, the Neiswanger Institute for Bioethics and Health Policy, the College of Arts and Sciences, the School of Environmental Sustainability, School of Social Work, and the Marcella Niehoff School of Nursing. Both faculty and students come from a variety of backgrounds and religious traditions, but all are committed to the Jesuit heritage of promoting social justice.

### **Mission**

Grounded in the Jesuit tradition of social justice, our mission is to prepare public health professionals through collaborative community-engaged education, ethical practice, research, and service to improve population health.

### **Vision**

All communities achieving their full potential for healthy lives.

### **Values**

We are grounded in our Jesuit, Catholic values as we pursue our mission. Specifically, we will behave in a manner consistent with the following values and beliefs:

- 1. Preventing harm and promoting health are the foundations of healthy communities.** Our emphasis is on collective health, well-being, and prevention.
- 2. Everyone deserves to achieve the highest level of health.** We commit ourselves to the idea that everyone deserves the opportunities they need to thrive to their highest potential and attain healthy lives.
- 3. We are stronger together.** Collaboration and cooperation are necessary for innovative solutions to community problems. Practicing humility, showing respect for the rights, dignity, and worth of individuals, and being curious help establish diverse and inclusive communities that are equipped to tackle our greatest challenges

4. **We are guided by scientific reasoning and evidence-based knowledge.** Action is the desired outcome--whether through implementing evidence-based interventions, conducting research, administering services, or advocating for policy changes. Intellectual curiosity and lifelong learning are our drive in the search for cutting-edge and lasting solutions.
5. **We are committed to professionalism in all endeavors.** We promote the highest standards of accountability, leadership, respect, and ethical practice to foster an environment of trust and integrity.

## **PROGRAM GOALS AND COMPETENCIES**

The MPH program is designed to prepare the student for a professional career in public health through transformative education, research, and service. The development of our program has been guided by the Council on Education in Public Health 2016 Competencies. The Program currently offers three tracks: **Epidemiology, Global Health Equity, and Public Health Policy and Management.**

### **Program-Wide Foundational Competencies**

#### Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
4. Interpret results of data analysis for public health research, policy or practice.

#### Public Health & Health Care Systems

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.

#### Planning & Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
9. Design a population-based policy, program, project or intervention.

10. Explain basic principles and tools of budget and resource management.
11. Select methods to evaluate public health programs.

#### Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
15. Evaluate policies for their impact on public health and health equity.

#### Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
17. Apply negotiation and mediation skills to address organizational or community challenges.

#### Communication

18. Select communication strategies for different audiences and sectors.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
20. Describe the importance of cultural competence in communicating public health content.

#### Interprofessional Practice

21. Perform effectively on interprofessional teams.

#### Systems Thinking

22. Apply systems thinking tools to a public health issue.

Each track also has its own selection of public health competencies (see descriptions of each track for more information).

### **GENERAL MPH COURSEWORK REQUIREMENTS**

The Master of Public Health degree is a 42-credit hour program offering three distinct tracks of coursework in Public Health: Epidemiology, Global Health Equity, and Public Health Policy and Management. The curriculum consists of 6 **core courses** (18 credit hours), 5-6 **track-specific courses** (15 credit hours), and 2 elective courses (6 credit hours). Students must also complete an Applied Practice Experience (**APE**) or **Practicum** (1 credit) and an Integrative Learning Experience project (**ILE**) or **Capstone**, 2 credits).

MPBH denotes graduate-level courses offered through the Department of Public Health Sciences; CMAN/GNUR/MCN denotes courses offered through the Marcella School of Nursing Graduate School; LAW denotes courses offered through the Law School; SOC denotes courses offered through the Graduate School Department of Sociology; SOWK denotes courses offered through the Graduate School Department of Social Work; BEHL denotes courses offered through the Nieswanger Institute for Bioethics.

### **Admissions to the MPH program**

Students may apply to the program for Fall or Spring enrollment. Admissions decisions are made by the Admissions Committee. Loyola's Parkinson School policies require that applicants have graduated with a bachelor's degree or higher with a minimum 3.0 GPA (on a 4-point scale, with 4 being an "A") from an accredited institution. In rare circumstances, students whose undergraduate GPA falls below a 3.0 may be admitted to the program or may be admitted as non-degree or Public Health Certificate (PHC) students.

The GRE (or other graduate entrance exams) is required of all applicants to the MPH program whose GPA is less than 3.0. This requirement will be waived for applicants with a GPA of 3.0 or higher, and for those with a prior advanced academic or professional degree (MD, DO, JD, PhD, ScD, etc.) from a U.S. or Canadian institution. Waivers for other advanced degrees (MBA, MPH, MPP, MSW, etc.) will be considered on a case-by-case basis; waivers are generally granted if the degree is from an institution that required the applicant to take a graduate admissions test such as the GRE or MCAT.

All applicants who are applying directly to the MPH program must apply through SOPHAS, the online application system used by most members of the Association of Schools and Programs of Public Health (ASPPH): [www.sophas.org](http://www.sophas.org). The cost (as of August 1, 2022) is \$145 for the first application, and \$55 for each additional application if the applicant is applying to several schools or programs. Applications are accepted for both the Fall and Spring semesters. The admissions deadline for the Fall term is May 15<sup>th</sup>, and the admissions deadline for the Spring term is November 15<sup>th</sup>.

### **International Applicants**

The MPH program welcomes international applicants to the MPH program. Due to U.S. Department of Education requirements, international applicants requiring an F-1 visa are **only** eligible for the Epidemiology track. Applicants must also submit an Educational Credential Evaluators (ECE) *general with grade average* evaluation ([www.ece.org](http://www.ece.org)) of their transcripts; or submit an Educational Perspectives *general report* evaluation ([www.edperspective.org](http://www.edperspective.org)). Applicants using the SOPHAS application system may



complete the World Education Services (WES) evaluation as a substitution. Applicants must also submit TOEFL, IELTS, or PTE scores; this requirement is waived for applicants from: Canada (except Quebec), the United Kingdom, Ireland, Australia, or New Zealand; an Anglophone country of Africa (Gambia, Sierra Leone, Liberia, Ghana or Nigeria); an English-speaking country of the Caribbean (Anguilla, Bermuda, Cayman Islands, Grenada, Jamaica, Antigua & Barbuda, British Virgin Islands, Dominica, Guyana or Monserrat); or, applicants who completed or are completing a bachelor's or master's degree in the U.S. or at a recognized institution in the above countries at which the language of instruction is English. A complete list of requirements may be found on Loyola's international applicant website: <https://www.luc.edu/iss/>.

### **Certificate and non-degree program admissions**

Students who are admitted as non-degree or Public Health Certificate (PHC) students may apply for the degree program after completing 9 or more credit hours of MPH coursework with a minimum grade of "B" in each course. Acceptance of certificate students into the MPH will only be determined after completion of all four required courses. The Public Health Certificate does not require the GRE.

### **Other MPH requirements**

#### Professional Development

Students have access to Loyola's Career Services advising and events. The Career Counselor for Loyola graduate students is Megan Sieberg. She may be reached via email at [msieberg@luc.edu](mailto:msieberg@luc.edu) or by phone at 773-508-7716.

#### Foundations in the Responsible Conduct of Research: CITI Training

Students enrolled in the Loyola MPH Program must complete CITI training prior to enrolling in the capstone or within 15 days after the start of the term of enrollment. Students enrolled in an APE in research settings will also be required to complete CITI prior to the start of their APE and ILE. Completion of CITI training demonstrates formal training in the ethics of research and is recognized by most universities and research centers across the U.S. CITI training at Loyola will be transferable to other universities and businesses. There is no fee for completion of CITI training, and it may be done completely online at your own pace. One should allow approximately 6-8 hours to complete the CITI Training. The CITI Training website is: <https://www.citiprogram.org/index.cfm?pageID=14&region=1>.

Students must select Loyola University Chicago as their institution with the CITI Login information being your LUC Universal ID and password. Upon reviewing the courses for LUC, you must then complete the following steps:

- Scroll to the bottom and select "Add a course"
- Scroll to the bottom and select "Continue to Question 1 at this time" (or if Q1 is at the end of the page go to the next item below)
- Select option "LUC Health Sciences Division Faculty/Personnel"
- Scroll down to Question 3 and select "Biomedical Research Investigators"
- It will suggest you the course that you need to complete

Students must complete the *Biomedical Research Training*, and within it the following modules:

- Basic training (or refresher)
- Responsible Conduct of Research
- Health Information Privacy and Security (HIPS) for Biomedical Investigators
- Conflict of Interest (optional)

**Please save the overall certificate of completion and send it to the MPH Program email at [mph@luc.edu](mailto:mph@luc.edu).**

#### Self-Evaluation in Program-wide and Track-specific competencies

Students will be asked to provide a self-evaluation of competencies in the program-wide and track-specific public health competencies in the first term of enrollment, the last term of enrollment, and at one year following completion of the program. These self-assessments are not graded and will not affect a student's GPA in the program, but they must be completed.

## DUAL-DEGREE PROGRAMS DESCRIPTIONS

### Admission requirements for the BS/MPH dual-degree programs

These admissions standards for the BS/MPH programs are consistent with those put forth by the LUC Parkinson School. Undergraduate students should apply for early admission between January 15th and March 15th of their junior year by applying through the online LUC graduate application system. If an undergraduate has enough credits to graduate in three years, the student must apply between January 15th and March 15th of the second undergraduate year. The program will work closely with the student on issues of timing and structure in these specific cases.

The application and admission requirements are as follows:

- Declared undergraduate major
- Junior based on credit hours earned
- *A minimum cumulative GPA of 3.3 for all course work at Loyola.*
- *A minimum 3.5 GPA in at least 5 completed courses in the major, including 300-level courses.*
- Two letters of recommendation (including one from a faculty member of the undergraduate's major)
- Statement of Purpose (one-page)
- The GRE requirement is waived

*International applicants whose native language is not English: Either a TOEFL, IELTS, PTE score report is required*

- For the TOEFL, a minimum score of 79 on the iBT or a 550 on the written test is required.
- For the IELTS, a minimum score of 6.5 is required.
- For the PTE, a minimum score of 53 is required.

Students will receive conditional admission, pending the review of their grades at the conclusion of the semester of application. Once admitted to the BS/MPH program, students will be required to meet the academic standing requirements of the LUC Parkinson School. This includes the achievement of "B or better" grades for the 9-12 graduate credit hours to be completed during the senior year based on dual-degree program credit requirements. Upon acceptance into the MPH program, students will be matched to an MPH advisor and have a first meeting to discuss the course plan.

### TIME TO COMPLETE DEGREE: BS/MPH

Students will complete the joint degree program in the Spring or Summer of their fifth year.

## **BSPH/MPH Advanced Bachelor's to Master's in Public Health**

### **RATIONALE**

The BSPH/MPH dual-degree program at Loyola University Chicago prepares public health leaders to promote and protect the health and well-being of people and their communities locally, regionally, nationally, and globally. The program has an emphasis preparing students for positions in fields such as health education, epidemiology, and environmental health, across nonprofit, industry, and government sectors.

This program is jointly operated by the Parkinson School of Health Sciences and Public Health at both the Lake Shore campus in Chicago and the Health Sciences Campus in Maywood. Inter-campus collaborations allow the faculty and students to engage in nationally and internationally recognized multidisciplinary education, research, and service that identifies factors contributing to the global burden of social justice concerns and health disparities, and to work effectively within local and global communities. The program will prepare students to become leading public health professionals capable of promoting health equity.

The dual degree is based on the core curriculum for a Bachelor of Science in Public Health and an MPH degree. The core foundational competencies are covered.

Students can apply to the BS/MPH as rising juniors and will be encouraged to complete 12 credit hours during their senior year (or as a rising senior). To complete the dual degree in 5 years, the student must:

- Apply to the BSPH/MPH program during the junior year.
- Be admitted to the BSPH/MPH program before the Fall semester of the senior year.
- Complete a total of 12 graduate credit hours during the fourth (senior) undergraduate year. Eligible graduate level courses include:
  - Introduction to Epidemiology (3 credits) MPBH 403 (online or in-person)
  - Biostatistics for the Health and Biological Sciences (3 credits) MPBH 404 (online) or Biostatics I (3 credits) MPBH 409 (in-person)
  - Public Health Policy: Concepts and Practice (3 credits) MPBH 407 (online)
  - One of the following electives or track-specific courses:
    - Introduction to Global Health (3 credits) MPBH 414 (blended)
    - Global Maternal and Child Health (3 credits) MPBH 417 (blended)
    - Health Behavior and Health Education (3 credits)
    - Introduction to Geographic Information Systems ENVS 480
- Enroll in MPH courses during the 15 months following the conclusion of the BSPH degree.

## **BS/MPH Advanced Bachelor's to Master's in Healthcare Administration and Public Health**

### **RATIONALE**

The HCA BS/MPH dual-degree program at Loyola University Chicago is designed to prepare both public health and healthcare management leaders to understand and respond to health systems issues, thereby improving population health. The program combines competency in management with an in-depth knowledge of the public health and healthcare sectors and their respective challenges. Graduates of the program will fill a serious need in the workforce, considering the complex health care environment and need for highly educated leaders in both health care management and public health. The Jesuit emphasis on transformative education, rigorous research, and active engagement in community will set a strong foundation for the program. Students will learn to tackle health inequities through effective public health and management practices and learn to apply socially just principles to decision-making that deeply affects the health of the public.

This program is jointly operated by the Healthcare Administration BS program (Lake Shore Campus) and Public Health Sciences MPH program (Health Sciences Campus in Maywood), both housed in the Parkinson School of Health Sciences and Public Health. Inter-campus collaborations will allow faculty and students to engage in inter-professional education, research, and service that addresses the challenges of healthcare cost, quality, and access. Students will learn to work effectively within healthcare systems and organizations in both the private and public sectors. The program will prepare students to become leading public health professionals capable of addressing current healthcare management problems through multidisciplinary approaches that apply the latest scientific knowledge. The dual degree is based on the core curriculum for the MPH degree and the existing Healthcare Administration Program. The foundational public health competencies are covered. This is a hybrid program. HCA courses are taught face-to-face at the Lake Shore Campus and MPH courses are taught online, based on the Health Sciences Campus in Maywood.

To complete the dual degree in 5 years, the student must:

- Apply to the HCA BS/MPH program during the junior year.
- Be admitted to the HCA BS/MPH before the Fall semester of the senior year.
- Complete a total of 9 graduate credit hours during the fourth (senior) undergraduate year:
  - Determinants of Population Health (3 credits) MPBH 400 (online)
  - Public Health Practice and Management (3 credits) MPBH 402 (online)
  - Public Health Policy: Concepts and Practice (3 credits) MPBH 407 (online) – *replaces the HSM 340 course requirement for HCA majors*
- Enroll in MPH courses during the 15 months following the conclusion of the HCA degree.

## **BS/MPH Advanced Bachelor's to Master's in Environmental Science and Public Health**

### **RATIONALE**

The SES BS/MPH dual-degree program at Loyola University Chicago prepares public health and environmental science leaders to understand and respond to local and global environmental issues, to improve global health. The program has an emphasis on eliminating environmental and health inequities, through a transformative education, rigorous research, and active community engagement.

This program is jointly operated by the School of Environmental Sustainability (SES) at the Lake Shore campus in Chicago and the MPH program of the Parkinson School of Health Sciences and Public Health housed at the Health Sciences Campus in Maywood. Inter-campus collaborations allow the faculty and students to engage in nationally and internationally recognized multidisciplinary education, research, and service that identifies factors contributing to the global burden of environmental health concerns and health disparities, and to work effectively within local and global communities. The program will prepare students to become leading environmental public health professionals capable of addressing current global problems through multidisciplinary approaches that apply the latest scientific knowledge. The dual degree is based on the core curriculum for an MPH degree and the existing Environmental Science program. The core foundational competencies are covered.

Students can apply to the BS/MPH as rising juniors and will be encouraged to complete 12 credit hours during their senior year (or as a rising senior). To complete the dual degree in 5 years, the student must:

- Apply to the SES BS/MPH program during the junior year.
- Be admitted to the SES BS/MPH program before the Fall semester of the senior year.
- Complete a total of 12 graduate credit hours during the fourth (senior) undergraduate year:
  - Determinants of Population Health (3 credits) MPBH 400 (online)
  - Public Health Practice and Management (3 credits) MPBH 402 (online)
  - Public Health Policy: Concepts and Practice (3 credits) MPBH 407 (online)
  - One of the following electives:
    - Introduction to Global Health MPBH 414 (classroom)
    - Health Impact Assessment MPBH 432 (online)
    - Introduction to Geographic Information Systems ENVS 480
    - Environmental Health MPBH 401 (online)
- Enroll in MPH courses during the 15 months following the conclusion of the SES degree.

## **Master of Social Work/Master of Public Health (MSW/MPH) Dual-degree Program**

### **RATIONALE**

The MSW/MPH dual degree program provides a multidisciplinary education covering both client-centered and population-based health perspectives to train those who will work to address the health and social needs of vulnerable populations. The dual degree program is designed to prepare social work and public health leaders who understand and are capable of responding to social and health issues, in order to promote the well-being of communities at both the local and global levels. The program will have an emphasis on eliminating social and health inequities, through a transformative education, rigorous research, and active community engagement.

The MSW/MPH dual degree program blends coursework from both the School of Social Work and the Master of Public Health (MPH) program into one, three-year program. Students in the dual degree will select the *Health Specialization* within the Clinical Social Work concentration, and the *Public Health Policy and Management* track within the MPH program.

### **Program Benefits**

- Inter-professional training in a well-respected university
- Three-year program as a full-time student
- Fully online MPH coursework (except practicum)
- Fieldwork opportunities available at Loyola's more than 300 community partnerships

### **Admission Requirements**

This program begins every Fall term. The pathway to admission into the MSW/MPH program is straightforward:

- Completion of the MSW/MPH application through the LUC online graduate application system
- Statement of Purpose for the Master of Public Health Program
- Submission of official transcripts from all undergraduate and graduate institutions attended.
- Two letters of recommendation
- Statement of Purpose (one-page)

*International applicants whose native language is not English: Either a TOEFL, IELTS, PTE score report is required*

- For the TOEFL, a minimum score of 79 on the iBT or a 550 on the written test is required.
- For the IELTS, a minimum score of 6.5 is required.
- For the PTE, a minimum score of 53 is required.

## **Doctor of Medicine/Master of Public Health (MD/MPH): Medicine and Public Health Scholars Program**

### **RATIONALE**

For medical students looking to have a greater impact on their communities once working as a physician, a dual MD/MPH degree is now offered by the Stritch School of Medicine and Parkinson School of Health Sciences and Public Health.

A public health degree can further educate professionals in both medical and public health policy by giving context on how individual patient care can affect an entire community. Physicians with a public health background can have better insight into chronic diseases and how to combat them on a larger scale – think vaccines, tobacco regulations, and pollution standards.

### **Program Distinctions**

- **Complete both degrees in five years:** The MPH is integrated within the Stritch curriculum, allowing for the completion of this dual degree program in five years, with most of the public health curriculum completed before the start of medical school.
- **Focus on health disparities:** Loyola's Health Sciences Campus is located in an underserved area; Loyola has a unique opportunity to promote health equity and collaborate with local agencies to empower the community. The MPH program seeks to contribute to public dialogue regarding health and disparities by sharing and communicating the knowledge gained from scholarly pursuits.
- **Flexible class times:** The MPH program can be done online or a combination of online and classroom-based courses. It is recommended all MD/MPH students, even those doing the online track, take as many classroom-based courses as possible to assist in building a strong cohort. Also, all classroom-based courses are offered in the late afternoon or evening, leaving the days open to explore research and/or volunteer opportunities.
- **Three tracks:** Students can specialize in Epidemiology, Public Health Policy & Management (focusing on either policy, management, or both), or Global Health Equity depending on research and practice interests.
- **Cohort within a cohort:** The Stritch School of Medicine is known for its tight knit community; completing the MD/MPH program brings together a small group of students with similar interests, within their medical school class community.

### **Program Structure**

- MD/MPH students start their MPH in the Summer term before the first year of medical school, which Stritch refers to as the "M0 year," and complete all didactic courses before the first year of medical school.
- There are 42 credits total, with 33 credits/11 courses taken during the M0 year. Most students complete one course the Summer before the M0 year, starting in early June, making for five classes in the Fall semester and five classes in the Spring semester.



- Six credits are counted and transferred from electives taken during your M3 and/or M4 years.
- Two-credit capstone project (presenting project and writing a paper) that can be completed during a Stritch research elective or discretionary time in the M3 or M4 year.
- A one-credit APE consisting of a 210-hour experience in public health. Some students can complete this during the Spring semester of the “M0 year”.

### **Expectations After Graduation**

Students will join a growing network of physicians who are committed to leading change that fundamentally improves how healthcare is delivered in this country. Equipped with medical and public health knowledge, students will be ready to handle burgeoning and existing public health issues and be leaders in community health.

### **Admission Requirements**

The pathway to admission into the MD/MPH program is straightforward:

- Admission to the Stritch School of Medicine (through AMCAS)
- Completion of the MD/MPH application through the LUC online graduate application system
- Statement of Purpose for the Master of Public Health Program
- Submission of official undergraduate transcripts to LUC’s Graduate & Professional Enrollment Management (GPEM) office
- Letter of Support from Stritch Dean’s Office
- No GRE required
- Application deadlines:
  - M0 Start (before the first year of medical school) – April 30th

Admission to this program is competitive and limited to 10 students per academic year.

## **EPIDEMIOLOGY TRACK DESCRIPTION**

### **Curriculum for MPH in Epidemiology**

The Loyola University Chicago MPH degree in Epidemiology is a 42-credit hour program, which provides students with the required skill set to launch a career in clinical and public health research.

The MPH Program in Epidemiology is a hybrid program with courses that offer traditional face-to-face (evening), online, or blended forms of instruction. The variation in forms of instruction is meant to provide students with maximum flexibility in their course schedules.

The curriculum consists of 6 core courses (18 credit hours), 6 program specific courses (15 credit hours), 6 elective credits, an APE/Practicum (1 credit) and the ILE/Capstone (2 credits). The courses in Epidemiology (6 credits), Biostatistics (6 credits) Grant Writing (3 credits), Clinical Trials (3 credits), and Meta-Analysis (3 credits) are taught as 16-week evening courses (5 pm or later) held once a week at the Health Sciences Campus located in Maywood. The Loyola MPH Program in Epidemiology is a mentored program and students will work one-on-one with a practicing researcher to obtain practical training in research methods. The MPH Program in Epidemiology is multi-disciplinary with coursework taught from a variety of disciplines within the framework of public health.

## PROGRAM AT A GLANCE

Core courses (18 credits)
<ul style="list-style-type: none"> <li>• Determinants of Population Health (3 credits) MPBH 400</li> <li>• Public Health Practice and Management (3 credits) MPBH 402</li> <li>• Introduction to Epidemiology (3 credits) MPBH 403</li> <li>• Biostatistics I (3 credits) MPBH 409</li> <li>• Public Health Policy: Concepts and Practice (3 credits) MPBH 407</li> <li>• Public Health in Action (3 credits) MPBH 499</li> </ul>
Epidemiology Track-Specific Courses (15 credits): <i>Five 3 credit hour courses</i>
<ul style="list-style-type: none"> <li>• Introduction to Statistical Computing for Public Health (2 credits) MPBH 412</li> <li>• Biostatistics II (3 credits) MPBH 421</li> <li>• Intermediate Epidemiology (3 credits) MPBH 423</li> <li>• Grant writing (3 credits) MPBH 431</li> <li>• MPBH 427 Intro to Correlated Data Analysis (1 credit) or alternative 1 credit hour MPBH course</li> <li>• At least one of the following Research Methods <b>track specific courses</b>:               <ul style="list-style-type: none"> <li>○ Epidemiology of Obesity (3 credits) MPBH 413</li> <li>○ Introduction to Global Health (3 credits) MPBH 414</li> <li>○ Clinical Trials (3 credits) MPBH 433</li> <li>○ Meta-Analysis (3 credits) MPBH 434</li> <li>○ Infectious Diseases Epidemiology (3 credits) MPBH 426</li> <li>○ Applied Survival Analysis (3 credits) MPBH 495</li> <li>○ Introduction to Geographic Information Systems ENVS 480</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Students must complete at least <b>6 elective credits</b></li> </ul>
<ul style="list-style-type: none"> <li>• APE or Practicum MPBH 410 (1 credit)</li> <li>• ILE or Capstone MPBH 411-1 (2 credits)</li> </ul>

Students must complete at least **6 elective credits** apart from the required core and program specific courses. Students may take multiple Research Methods elective courses if they choose. Students may elect to enroll in courses among, or within, a variety of topical areas, including law, policy, social determinants of health, and research including but not limited to:

- Environmental health MPBH 401 (3 credits) online
- Epidemiology of Obesity MPBH 413 (3 credits) classroom
- Introduction to Global Health MPBH 414 (3 credits) blended
- Health Services Research Methods MPBH 416 (3 credits) online
- Global Maternal and Child Health MPBH 417 (3 credits) blended
- Public Health Law: Theories and Cases MPBH 420 (3 credits) online
- Health Economics and Healthcare Financing MPBH 424 (3 credits) online

- Clinical Trials MPBH 433 (3 credits) classroom
- Meta-Analysis MPBH 434 (3 credits) classroom
- Health Impact Assessment MPBH 432 (3 credits) online
- Health Behavior and Health Education 495\* (3 credits) classroom
- Infectious Disease Epidemiology MPBH 426 (3 credits) online
- Population Health Planning and Management MPBH 422 (3 credits) online
- Introduction to Geographic Information Systems ENVS 480 (3 credits) classroom
- Principles Health Care Ethics BEHL 406 (3 credits) online
- Ethics, Genetics and Health Policy BEHL 408 (3 credits) online
- Public Health Ethics BEHL 411 (3 credits) online

*MPBH 495\* are courses under Special topics category (section numbers repeat or differ each semester)*

### **Epidemiology Track Competencies Addressed:**

1. Review and synthesize the published literature to identify a public health problem and generate a research question or hypothesis.
2. Demonstrate proper application of principles for building multivariable regression models.
3. Use statistical software to create an analytic data set and generate tables containing descriptive statistics and a measure of association.
4. Effectively communicate epidemiologic results of a study including its strengths, limitations, and public health/clinical implications.
5. Demonstrate proficiency in grant-writing for appropriate funding agencies.

## **GLOBAL HEALTH EQUITY TRACK DESCRIPTION**

### **Curriculum for MPH in Global Health Equity**

The Loyola University Chicago MPH degree in Global Health Equity (GHE) is a 42-credit hour program. This track incorporates curriculum that studies the health of populations globally, transcending borders, with the ultimate goal of identifying and eliminating structures and practices of inequity and injustice, in order to evaluate and further health equity for both individuals and populations. This curriculum consists of 6 core courses (18 credit hours), 5 program specific courses (15 credit hours), and 6 elective credits. Students must also complete an APE/Practicum (1 credit) and an ILE/Capstone project (2 credits).

The APE is usually a practicum, internship or field study that provides the student with practical experience in a public health setting requiring the student to apply and integrate the skills and knowledge learned during their graduate study.

The ILE is a capstone project leading to a professional presentation, which demonstrates the student's ability to apply the program learning to a specific public health topic chosen by the student. While the Global Health Equity is designed to be a hybrid educational program, i.e., with some courses meeting in person and some fully online; if necessary, the entire program can be completed online. All core courses are online; however, local students may opt to take selected core courses on-campus, in-person. Track-specific courses are primarily hybrid, with both online and in-person components; again, if necessary, track-specific courses may be offered to students using online platforms if students request this accommodation prior to enrolling. Some elective classes may require attendance on campus, in this case, distance learning students must choose alternative electives. The APE/Practicum and ILE/Capstone can also be completed remotely, if necessary.

## PROGRAM AT A GLANCE

Core courses (18 credits)
<ul style="list-style-type: none"><li>• Determinants of Population Health (3 credits) MPBH 400</li><li>• Public Health Practice and Management (3 credits) MPBH 402</li><li>• Introduction to Epidemiology (3 credits) MPBH 403</li><li>• Biostatistics I (3 credits) MPBH 409 <b>or</b> Biostatistics for Health and Biological Sciences (3 credits) MPBH 404</li><li>• Public Health Policy: Concepts and Practice (3 credits) MPBH 407</li><li>• Public Health in Action (3 credits) MPBH 499</li></ul>
Global Health Equity Track-Specific Courses (15 credits): <i>Five 3 credit hour courses</i>
<ul style="list-style-type: none"><li>• Introduction to Global Health (3 credits) MPBH 414</li><li>• Global Maternal and Child Health (3 credits) MPBH 417</li><li>• Grant writing MPBH (3 credits) 431</li><li>• MPBH 422 Population Health Planning and Management or CMAN 448 Program Planning and Marketing in Health Care (3 credits)</li><li>• <b>One of the following selective courses (3 credits):</b> MPBH 495 Essential Topics in Global Health <b>or</b> BEHL 407 Social Determinants of Health &amp; Bioethics <b>or</b> BEHL 491 Global Bioethics (offered during the Summer in even-numbered years, e.g., 2022) <b>or</b> SOWK 602 Health Policy and Health Systems</li></ul>
<ul style="list-style-type: none"><li>• Students must complete at least <b>6 elective credits</b></li></ul>
<ul style="list-style-type: none"><li>• APE or Practicum MPBH 410 (1 credit)</li><li>• ILE or Capstone MPBH 411-1 (2 credits)</li></ul>

Students must complete **6 elective credits** apart from the required core and track specific courses. Students may elect to enroll in courses among, or within, a variety of topical areas, including (but not limited to) law, policy, social determinants of health, and research including:

- Epidemiology of Obesity MPBH 413 (3 credits) classroom
- Health Services Research Methods MPBH 416 (3 credits) online
- Intermediate Epidemiology MPBH 423 (3 credits) classroom
- Health Economics and Healthcare Financing MPBH 424 (3 credits) online;
- Clinical Trials MPBH 433 (3 credits) classroom
- Meta-Analysis MPBH 434 (3 credits) classroom
- Health Impact Assessment MPBH 432 (3 credits) online
- Health Behavior and Health Education 495\* (3 credits) classroom

- Introduction to Statistical Computing for Public Health Research MPBH 412 (2 credits) classroom
- Infectious Disease Epidemiology MPBH 426 (3 credits) online
- Justice and Health Care BEHL 402 (3 credits) online
- Introduction to Geographic Information Systems ENVS 480 (3 credits) classroom
- Health Policy and Healthcare Delivery CMAN 435 (3 credits) online
- Essential Topics in Global Health MPBH 495\* (3 credits) online
- Global Bioethics BEHL 491 (3 credits) online

*MPBH 495\* are courses under Special topics category- section numbers repeat or differ each semester*

**Global Health Equity Track Competencies Addressed:**

1. Analyze the roles, relationships, and resources of the entities influencing global health.
2. Apply ethical approaches in global health research and practice.
3. Apply monitoring and evaluation techniques to local or international health programs, policies, and outcomes.
4. Design sustainable workforce development strategies for resource-limited settings.
5. Display critical self-reflection, cultural humility, and ongoing learning in global health.

## **PUBLIC HEALTH POLICY AND MANAGEMENT TRACK DESCRIPTION**

### **Curriculum for MPH in Public Health Policy and Management**

The Loyola University Chicago MPH degree in Policy and Management is a 42-credit hour program. This track includes a broad array of course offerings allowing students to customize their academic focus on either Public Health Policy, Public Health Management, or both. The MPH in Public Health Policy and Management program provides students with the theoretical, methodological, and practical experience relevant to address the organization, processes, and outcomes of delivering health-related services to individuals and populations. As part of the MPH mission, an emphasis is given throughout the coursework on health disparities and social justice. The curriculum consists of 6 core courses (18 credit hours), 5 program specific courses (15 credit hours), and 6 elective credits. Students must also complete an APE/Practicum (1 credit) and ILE/Capstone project (2 credits).

The APE is usually a practicum, internship or field study that provides the student with practical experience in a public health setting requiring the student to apply and integrate the skills and knowledge learned during their graduate study.

The ILE is a capstone project leading to a professional presentation, which demonstrates the student's ability to apply the program learning to a specific public health topic chosen by the student. The entire program can be completed online, with the exception of the APE, which may be completed in a practice site local to the student's area of residence and work. All core courses and track-specific classes are online; however, local students may opt to take selected core courses on-campus. Some elective classes may require attendance on campus; therefore, distance learning students (*aka* virtual students) must choose alternative electives. The ILE can also be completed remotely.



## PROGRAM AT A GLANCE

Core courses (18 credits)	
<ul style="list-style-type: none"> <li>• Determinants of Population Health (3 credits) MPBH 400</li> <li>• Public Health Practice and Management (3 credits) MPBH 402</li> <li>• Introduction to Epidemiology (3 credits) MPBH 403</li> <li>• Biostatistics for Health and Biological Sciences (3 credits) MPBH 404 <u>or</u> Biostatistics I (3 credits) MPBH 409</li> <li>• Public Health Policy: Concepts and Practice (3 credits) MPBH 407</li> <li>• Public Health in Action (3 credits) MPBH 499</li> </ul>	
Public Health Policy and Management Track-Specific Courses (15 credits): <i>Five 3 credit hour courses</i>	
<ul style="list-style-type: none"> <li>• Policy Analysis (3 credits) MPBH 425</li> <li>• Health Services Research Methods (3 credits) MPBH 416</li> <li>• <b>One of the following selective courses (3 credits):</b> BEHL 402 Justice and Healthcare <u>or</u> BEHL 404 Biomedical Ethics &amp; the Law <u>or</u> BEHL 407 Social Determinants of Health &amp; Bioethics <u>or</u> BEHL 411 Public health Ethics <u>or</u> BEHL 412 Organizational Ethics <u>or</u> BEHL 418 Advancing Health Equity Practice <u>or</u> BEHL 491 Global Bioethics</li> </ul>	
Track Selective Courses:	
Policy-oriented	Management-oriented
<ul style="list-style-type: none"> <li>• Public Health Law: Theories and Cases (3 credits) MPBH 420</li> <li>• Health Economics and Healthcare Financing (3 credits) MPBH 424</li> </ul>	<ul style="list-style-type: none"> <li>• Population Health Planning and Management (3 credits) MPBH 422 <u>or</u> Program Planning and Marketing in Health Care (3 credits) CMAN 448</li> <li>• Fiscal Management in Health Care Organizations (3 credits) CMAN 533</li> </ul>
<ul style="list-style-type: none"> <li>• Students must complete at least <b>6 elective credits</b></li> </ul>	
<ul style="list-style-type: none"> <li>• APE or Practicum MPBH 410 (1 credit)</li> <li>• ILE or Capstone MPBH 411-1 (2 credits)</li> </ul>	

Students must complete at least **6 elective credits** apart from the required core and track-specific courses. Students may elect to enroll in courses among, or within, a variety of topical areas, including (but not limited to) law, policy, social determinants of health, and research including:

- Environmental health MPBH 401 (3 credits) online
- Introduction to Statistical Computing for Public Health Research MPBH 412 (2 Credits) classroom
- Introduction to Global Health MPBH 414 (3 credits) blended
- Epidemiology of Obesity MPBH 413 classroom
- Biostatistics II MPBH 421 (3 credits) classroom
- Intermediate Epidemiology MPBH 423 (3 credits) classroom
- Grant writing MPBH 431 (3 credits) classroom
- Infectious Disease Epi MPBH 426 (3 credits) online
- Population Health Planning and Management MPBH 422 (3 credits) online
- Health Behavior and Health Education 495\* (3 credits) classroom
- Health Impact Assessment MPBH 432 (3 credits) online
- Global Maternal and Child Health MPBH 417 (3 credits) blended
- Justice & Health Care BEHL 402 (3 credits) online
- Principles Health Care Ethics BEHL 406 (3 credits) online
- Ethics, Gen. and Health Policy BEHL 408 (3 credits) online; *Spring semester*
- Health Policy and Healthcare Delivery CMAN 435 (3 credits) online
- Outcomes Performance Management - Theory CMAN 439 (3 credits) online
- Outcomes Performance Management - Methods CMAN 440 (3 credits) online
- Advanced Concepts in Health Systems Management CMAN 468 (3 credits) online
- Fiscal Management in Health Care Organizations CMAN 533 (3 credits) online
- Management of Professionals in Health Care Organizations CMAN 568 (3 credits) online
- Information Systems in Health Care GNUR 486 (3 credits) online
- Health Care Business and Finance LAW 903 (2 credits) online
- Health Care Compliance LAW 910 (2 credits) online
- Health Care Risk Management LAW 909 (2 credits) online
- Introduction to Health Law and Policy LAW 902 (3 credits) online
- Public Health and the Law LAW 917(2 credits) online
- Medical Sociology SOCL 580 (3 credits) classroom
- Human Behavior in Social Environment SOWK 500 (3 credits) online; classroom
- Health Policy and Health Systems SOWK 602 (3 credits) classroom
  - Introduction to Geographic Information Systems ENVS 480 (3 credits) classroom

*MPBH 495\* are courses under Special topics category (section numbers repeat or differ each semester)*

### **Public Health Policy and Management Track Competencies Addressed:**

1. Compile and critically assess empirical evidence relevant to population health for the purpose of establishing problem statements to support program planning and policy development

2. Design theory- and evidence-based strategies to propose and justify public health programs and policies
3. Devise strategies to engage stakeholders in the development of public health programs and policies
4. Formulate budgets for public health programs including forecasting and justifying costs, revenues, and expenditures
5. Apply health equity and ethical principles in policy solutions and management decisions
6. Devise a methodological framework to analyze and evaluate policies and programs

## **APPLIED PRACTICE EXPERIENCE (APE) DESCRIPTION**

The MPH is a professional degree designed to enhance an individual's public health skills to an advanced level, allowing graduates to pursue careers as practicing public health professionals in leadership positions. Toward that end, students are required to apply their knowledge and skills in a practice experience. The student must demonstrate the capacity to utilize knowledge and make evidence-based decisions regarding public health issues, and exhibit professionalism, leadership, creativity, and the ability to work well in interprofessional teams.

The intent of the APE is to enable students to take what they have learned in an academic setting and apply these concepts in a practice setting. A "practice setting" usually refers to a site that aims to deliver public health services and is not familiar to the student. A clinical setting is usually not considered a public health practice setting. The APE also affords an opportunity to develop and apply certain competencies that tend not to be well developed in academic coursework such as leadership and group process skills, political awareness and communication, and improved understanding of public and private financing mechanisms, and organizational behavior.

The APE must be completed pursuant to a planned, supervised, and evaluated opportunity covering a topic in public health. Students may select the organization or agency where the experience will be undertaken but are strongly encouraged to seek out opportunities in local and state public health agencies or similar environments where they may address a public health problem. Each student will work with the MPH Program Coordinator and the APE faculty advisor to plan for their APE, but it is the responsibility of the student to seek out and obtain a satisfactory field experience that fulfills the program requirements. APE planning involves (1) identification of an APE site, specific project, and site supervisor; and (2) completion of an APE agreement to be signed off by the site supervisor and the MPH Program's Track Director. The APE project may be undertaken as a single block of time or may be spread over one or more academic terms.

The APE may be developed within an organization that employs the student, but the APE must extend the student's experiences, and refine and add new skills. Thus, the APE project should not be a part of the student's regular job responsibilities and the APE supervisor must be different than the student's current job supervisor. For any research project, an institutional review board (IRB) approval may be required depending on the nature of the project. Students should discuss the need for IRB approval with the APE faculty advisor prior to initiation of the APE. Students must consider that up to 3 months may be required to obtain IRB approval for a research project.

## List of Previous Applied Practice Experience Sites

Advocate at Work  
Advocate Sherman Hospital  
Agency for Toxic Substance and Disease Registry, Division of Community Health Investigations – EPA  
Alexian Brothers Medical Center  
American Diabetes Association  
Berrien County Health Department, MI  
Better Beings Wellness Counseling, CO  
Blue Cross Blue Shield of IL  
Center for Disease Analysis, CO  
Chicago Department of Public Health  
Chicago Lights Urban Farm  
Chicago Public Schools – Office of Student Health and Wellness  
Chicago Public Schools – Uplift High School  
Children’s National Medical Center, DC  
Community for Children, TX  
Directors of Health Promotion and Equity Internship Program  
DuPage Federation on Human Services  
Eastern Colorado Healthcare System, CO  
Evanston Department of Health and Human Services  
Fallbrook Food Pantry, CA  
Ford Motor Corporation  
Greater Chicago Food Depository  
Health & Medicine Policy Research Grp  
Health Council of South Florida, FL  
Illinois Emergency Medical Services for Children  
Lake County Health Department  
Leukemia & Lymphoma Society  
Community Health Partnership, CO  
Loyola University Chicago - Center for Urban Research and Learning  
Loyola University Chicago Clinical Research Office – Biostatistics Core  
Loyola University Chicago - Loyola Law School, Health Justice Project  
Loyola University Health System - Center for Dialysis on Roosevelt  
Loyola University Health System - Department of Urology  
Loyola University Health System - Dialysis Unit  
Loyola University Health System - Family Medicine Clinic  
Lurie’s Children Hospital  
Maywood Fine Arts  
North Shore Mosquito Abatement Dst  
Northwestern University - Department of Preventive Medicine  
Oak Street Health  
Planned Parenthood of West and Northern Michigan, MI  
Pulmonary Fibrosis Foundation  
Salina & Associates, Inc. at the Cook County Sheriff’s Women’s Justice Services  
Sinai Urban Health Institute (SUHI)  
Stark County Health Department, OH  
St. Anthony Hospital  
The Joint Commission  
University of Chicago – MRSA Research Center  
University of Wisconsin School of Medicine and Public Health  
Walgreens Co. - Store Operations and Community Management Immunization Services

### Applied Practice Experience Credits: 1

Students are required to complete a minimum of 210 hours of practical fieldwork in a public health practice setting to satisfy the APE requirement. The total duration may be

adjusted so long as the total hours (210) are satisfied in the term of enrollment. The 210 hours does not include technical aspects of the APE requirements such as completing the APE contract with the site supervisor and getting the required signatures. The 210 hours does not include time spent on the written APE evaluation. Students may elect to complete the APE over 2-3 semesters instead of over one semester, due to job constraints. When an APE is completed over an extended period, students should register for the APE during a semester when they plan to complete the final hours of their APE and submit an APE evaluation.

**Timing:**

The timing of the APE will depend on the student's progress in completing the curricular requirements. Without approval from the Program Director, students must be in the process of completing 21 credit hours, including at least four of the five MPH core courses before beginning the APE.

**Competencies:**

Each student must identify and demonstrate attainment of at least five competencies.

Note: All five competencies must be attained by the end of the APE to receive a passing grade.

**Grading:**

The APE is graded on a Pass/No Pass basis.

**Students must fulfill the following requirements to satisfy their Applied Practice Experience requirements:**

- Meet with the MPH Program Coordinator to discuss the site and practice parameters.
  - APE sites must have an affiliation agreement with Loyola University Chicago. The process of creating a new affiliation agreement between two institutions can be slow and students should plan accordingly. A list of sites with current affiliations agreements with the University will be provided to the student.
- Students can complete the APE within the University without the need of an affiliation agreement, provided the student identifies how the work will be primarily focused on community engagement and identifies external partners.
- Complete and submit an APE agreement to their respective track directors and the MPH Program Coordinator for approval prior to beginning work at a site and enrollment in the APE.
  - Students identify in the APE agreement **at least two deliverables** they will produce during the process of the APE.
  - Students must be able to demonstrate attainment of all five competencies identified in the APE agreement through their planned activities and, in particular, through the APE deliverables. Each deliverable should provide evidence of completion of at least one competency stated on the APE agreement.

- These deliverables can be written assignments, journal entries, completed tests, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos, or other digital artifacts of learning.

### **Evaluation of Students in APE**

The successful attainment of the 5 competencies noted in the APE agreement are assessed by the APE course instructor using student's progress reports, self-assessment, and deliverables. **To receive a "Pass" grade students must demonstrate that all 5 competencies have been achieved and each of the two deliverables demonstrate achievement of at least one of those competencies.**

## **INTEGRATED LEARNING EXPERIENCE (ILE) DESCRIPTION**

### **Summary**

The MPH degree is a professional degree designed to enhance an individual's public health skills to an advanced level, allowing graduates to pursue careers as practicing public health professionals in leadership positions. Toward that end, students are required to demonstrate the knowledge and skills acquired during the MPH Program and the ILE through a capstone project with two final deliverables: a written report and oral presentation. The capstone requirements (described below) are intended to satisfy these ends. While a single project can satisfy both requirements (written report and oral presentation), students will work with their assigned mentors to ensure that the nature and scope of their capstone project(s) will be adequate to meet these goals.

### **Credit Hour Requirement:**

The ILE consists of a capstone project and it is a 2-credit hour requirement\*. Students must take the 2 credits incrementally by enrolling for 1 credit hour over the course of two consecutive academic terms. This will ensure that students can plan and complete a high-quality capstone in a timely manner.

During the first term of enrollment in the capstone project, students are expected to:

- Develop a study proposal
- Complete a literature review for their project
- Develop a preliminary methods section of the study.

After successful completion of these deliverables, students will be eligible to enroll for the second credit hour to complete their capstone study. In the second term of the capstone project, students will:

- Conduct their research
- Write a paper
- Present their findings in an oral presentation

*\*Please note that, for the capstone project, student research time per credit hour is expected to exceed that of traditional courses, for which an average of 3 hours of study time is expected per credit hour.*

### **ILE and Public Health Competencies**



## **Public Health Foundational Competencies**

All public health foundational competencies may be applied to the capstone project. At a minimum, **three** of the following twenty-two Foundational Competencies should be addressed:

### **Evidence-based Approaches to Public Health**

1. Apply epidemiological methods to the breadth of settings and situations in public health practice.
2. Select quantitative and qualitative data collection methods appropriate for a given public health context.
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate.
4. Interpret results of data analysis for public health research, policy or practice.

### **Public Health & Health Care Systems**

5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings.
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels.

### **Planning & Management to Promote Health**

7. Assess population needs, assets and capacities that affect communities' health.
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs.
9. Design a population-based policy, program, project or intervention.
10. Explain basic principles and tools of budget and resource management.
11. Select methods to evaluate public health programs.

### **Policy in Public Health**

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence.
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes.
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations.
15. Evaluate policies for their impact on public health and health equity.

### **Leadership**

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making.
17. Apply negotiation and mediation skills to address organizational or community challenges.

### **Communication**

18. Select communication strategies for different audiences and sectors.
19. Communicate audience-appropriate public health content, both in writing and through oral presentation.
20. Describe the importance of cultural competence in communicating public health content.

### Interprofessional Practice

21. Perform effectively on interprofessional teams.

### Systems Thinking

22. Apply systems thinking tools to a public health issue.

### **Track-specific competencies addressed in the capstone**

In addition to the Core Competencies, the student should address two or more of competencies that are specific to their track.

### **Epidemiology Track Competencies:**

1. Review and synthesize the published literature to identify a public health problem and generate a research question or hypothesis.
2. Demonstrate proper application of principles for building multivariable regression models.
3. Use statistical software to create an analytic data set and generate tables containing descriptive statistics and a measure of association.
4. Effectively communicate epidemiologic results of a study including its strengths, limitations, and public health/clinical implications.
5. Demonstrate proficiency in grant-writing for appropriate funding agencies.

### **Public Health Policy & Management Track Competencies:**

1. Compile and critically assess empirical evidence relevant to population health for the purpose of establishing problem statements to support program planning and policy development
2. Design theory- and evidence-based strategies to propose and justify public health programs and policies
3. Devise strategies to engage stakeholders in the development of public health programs and policies
4. Formulate budgets for public health programs including forecasting and justifying costs, revenues, and expenditures
5. Apply health equity and ethical principles in policy solutions and management decisions
6. Devise a methodological framework to analyze and evaluate policies and programs

### **Global Health Equity Track Competencies:**

1. Analyze the roles, relationships, and resources of the entities influencing global health.
2. Apply ethical approaches in global health research and practice.
3. Apply monitoring and evaluation techniques to local or international health programs, policies, and outcomes.
4. Design sustainable workforce development strategies for resource-limited settings.
5. Display critical self-reflection, cultural humility, and ongoing learning in global health.

## **Integrative Learning Experience (ILE) Description**

The goal of the ILE or capstone project is to provide students with the opportunity to demonstrate knowledge and skills acquired in the academic coursework and through their APE experience. The overarching objective of the capstone project is to enable the student to work on a project which translates both general and discipline specific information into public health practice. The student must demonstrate the capacity to utilize knowledge and make evidence-based decisions regarding public health issues, and exhibit leadership, organizational skills, creativity, and display effective written and oral communication. In accordance with the standards of the Council on Education for Public Health (<https://ceph.org/assets/2016.Criteria.pdf>), students will select, in consultation with their faculty mentor, the specific foundational and track-specific competencies they expect to further develop through their capstone. The capstone also affords an opportunity to apply additional competencies or skills that are introduced in academic coursework but are developed through the APE and interaction with faculty and peers. Examples include leadership ability and group process skills, political awareness, and communication skills, along with an understanding of public and private financing mechanisms and understanding of organizational behavior. Students will be assigned a capstone project mentor with whom they are encouraged to meet on a weekly or bi-weekly basis. The faculty mentor role is to review and discuss with student their progress and provide guidance as the student develops each of the capstone project steps (i.e., study proposal, literature review, study methods, data collection and analysis, report writing and presentation). Each capstone deliverable should be approved by the assigned mentor before submitting/presenting for a grade.

## **Timing**

The timing of the ILE or capstone project will depend on the student's progress in completing the curricular requirements. Students should complete (or be in the process of completing) the track-specific classes in the semesters in which they register for the capstone project. Students must also have completed CITI training prior to or at the beginning their first capstone term. If human research data are used in their project, students also have to complete an application to Loyola's Institutional Review Board (IRB) during their first capstone term. Students may complete the capstone project and APE concurrently, but the capstone project may not be completed during a semester prior to enrollment in the APE.

## **Grading:**

Capstone projects are graded on a Pass/No Pass basis. Students must fulfill all the following capstone project requirements:

### **First Capstone term:**

(1) approval of the proposed capstone project by the MPH Program Director or MPH Track Director

(2) approval by mentor of the study literature review

(3) a preliminary methods section of the capstone study

**Second Capstone term:**

(1) submission of a written report and approval by the MPH Program Director or MPH Track Director

(2) a 15-minute presentation (approved by the mentor prior to presentation) to MPH faculty

## **Capstone Written Assignment Guidelines for the Epidemiology Track**

For students in the Epidemiology track, the capstone written report will be an original research manuscript which is deemed by the faculty mentor to be suitable for publication in a PubMed listed scientific journal. Original research reports should include appropriate tables with results from statistical analyses, and figures and references structured for the particular scientific journal targeted for publication. A meta-analysis is considered an original research manuscript for the purposes of the capstone. As appropriate, other formats for structuring the manuscript are permitted, for example, a methods paper might not include a description of the study population or a results section.

The report should include the information below and follow this outline:

- 1. Abstract:** Summary of key points of the Capstone project (no more than ½ page/300 words in length).

The audience for this abstract covers the broadest possible scope -- from expert to lay person. Students need to find a comfortable balance between writing an abstract that both demonstrates knowledge and is comprehensible by lay members of the audience. Limit the amount of technical language used and explain it where possible. Always use the full term before referring to it by acronym [for example, portal venous transfusions (PVT)]. Students should remember that they are experts in the field they are writing about and cannot assume the reader will share their insider knowledge.

Epidemiology abstracts should be submitted using the Structured Abstract Format, which is designed for abstracts on scientific research:

- **Background:** A description of the problem, study objectives, and hypothesis
- **Methods:** Study design, including a description of participants, procedures measures, and appropriate analyses
- **Results:** Specific results in summary form
- **Conclusions:** Description of the main outcome of the study

- 2. Body of the Written Report:** The description of the research question, methods used, results, and conclusions (approximately 2500- 4000 words, about 10-15 pages double-spaced)

The capstone written report should be 10-15 pages in length. Appendices may be added when appropriate and are not included in the page count. The report should be double-spaced, 12-point type, except the references/bibliography, which should be single-spaced. Note that the page lengths suggested are a general guide and permit students the flexibility demanded by the various forms that a capstone project may take. The recommended structure of the body is similar to the one followed in the abstract:

- 1. Introduction:** Introduces the problem that the written report will address, including its significance, relevant literature, and research gap(s) that the research addresses. This section ends with a clearly stated hypothesis or research aim.

2. **Methods:** This section includes a description of the study population (persons, times, places). Define key concepts and operationalization of those concepts. Describe the statistical methods used. This section should include a statement that appropriate ethics approval (i.e., the Institutional Review Board) was obtained or that the work was deemed “exempt”.
3. **Results:** Descriptive statistics of the population are reported. The results of the analysis are described, including references to any tables and figures.
4. **Discussion and Conclusions:** The results are interpreted and placed into the context of what is already known about the topic. Strengths and limitations of the research must be included here. Policy implications may be described in this section, as well as future directions suggested by the results.
5. **References:** This section should be single spaced. Use a standard documentation style, such as:  
APA - <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>  
AMA - <https://www.amamanualofstyle.com/>

### **Guidelines for Epidemiology Oral Presentation**

Students must discuss the oral presentation with their mentor before the presentation may be scheduled. Student presentations should not exceed 15 minutes to allow for discussion and questions from the audience. The presentation should follow the outline:

1. Introduction and background of a public health problem
2. Racial/ethnic, sex or other disparities for a public health problem and how these disparities relate to the social and cultural context of the environment of individuals and/or communities
3. Competencies addressed in capstone
4. Objectives of the capstone project, including specific aims and/or hypotheses
5. Methods, including a description of the study population
6. Results
7. Public health impact
8. Strengths and Limitations
9. Future directions

Students should refer to the Sakai site for examples of slides from previous oral presentations.

## **Capstone Written Assignment Guidelines for Public Health Policy and Management Track**

The report should include the information below and follow this outline:

**1. Abstract:** A summary of key points of the capstone project (**no more than ½ page/300 words in length**).

The audience for this abstract covers the broadest possible scope -- from expert to lay person. Students need to find a comfortable balance between writing an abstract that both demonstrates knowledge and is comprehensible by lay members of the audience. Limit the amount of technical language used and explain it where possible. Always use the full term before referring to it by acronym [for example, socioeconomic status (SES)]. Students should remember they are experts in the field they are writing about and cannot assume the reader will share their insider knowledge.

*Public Health Policy and Management students have a choice of two formats for the abstract.*

**Structured Abstract Format** (suitable for abstracts on scientific research):

- Background: Study objectives, hypothesis, or a description of the problem
- Methods: Study design, including a description of participants, procedures measures, and appropriate analyses
- Results: Specific results in summary form
- Conclusions: Description of the main outcome of the study

**Alternative Abstract format** (suitable for abstracts about policy, programs, interventions, and other types of research evaluations):

- Issues: A short summary of the issue(s) addressed
- Description: Description of the project, experience, service, or advocacy program
- Findings and Analysis: A brief description of the results of the project
- Recommendations: A brief statement of next steps
- Lessons Learned

### **2. Written Report**

The capstone written report for Public Health Policy and Management should be 10-15 pages in length (approximately 2500-4000 words). Appendices may be added when appropriate and are not included in the page count. The report should be double-spaced, 12-point type, except the references/bibliography, which should be single-spaced. Note that the page lengths suggested below is a general guide which permits students the flexibility demanded by the various forms that a capstone project may take. The capstone project for Public Health Policy and Management students may take several forms. Following are descriptions of three recommended forms, including:

1. Option A: Public health policy analysis based on original research
2. Option B: Program assessment or evaluation possibly associated to student's field experience acquired from successful completion of the Applied Practice Experience (APE) aka Practicum
3. Option C: Program proposal of an intervention, also based on experience gained from the completed Applied Practice Experience (APE) aka Practicum

The option selected will depend on the student's interests and skills and may take other forms of systematic inquiry in a subject of the student interest.

#### **Option A. Public Health Policy Brief**

1. Problem/issue statement: What is the problem or issue to be addressed by the project? How and by who was it identified? Why is it a problem? Why should it be addressed? What question(s) is the project expected to answer? Why is the agency/organization interested in doing this project?
2. Literature Review: A brief review of the relevant literature should be discussed. Complete citations of source materials must be included.
3. Discussion of existing policies and examples of successful and failed policies for a public health issue
4. Discussion of ethical issues and complexities of existing policies and barriers for modifying existing policies or creating new policies
5. Public health impact of existing policies
6. Suggest changes to existing policy to improve public health or reduce cost
7. Impact of existing policies on racial/ethnic and sex disparities in health outcomes

#### **Option B. Assessment or evaluation project**

1. Problem/issue statement: What is the problem or issue to be addressed by the project? How and by who was it identified? Why is it a problem? Why should it be addressed? What question(s) is the project expected to answer? Why is the agency/organization interested in doing this project?
2. Literature Review: A brief review of the relevant literature should be discussed. Complete citations of source materials must be included.
3. Method for investigation: What approach will be used to inform or resolve the problem: What research design will be employed? Why is the design appropriate to answer the question(s) posed for the project? What data will be generated, collected, analyzed, reported? What methods will be used for data collection? For analysis?
4. Plan of work: What resources will be required to complete the project (time, personnel, funds, computer, etc.)? What specific tasks must be completed: What is the expected time required for each task? What preliminary activities will be required (e.g., human subjects' review, acquiring permission for use of data, acquiring adequate sample of cases, etc.) and how will they be planned for in the time estimate? The plan of work should include a project milestone chart (i.e.,



describing when specific tasks will be completed), and task matrix (i.e., describing who will be responsible for completing each task).

5. Uses/application of project: How will the information generated by the project be used and by whom? What decisions will it inform?

### **Option C. Planning/management project**

1. Problem/issue statement: What is the problem or issue to be addressed by the intervention? How and by who was it identified (e.g., staff, board, community, clientele, etc.)? Why is it a need or problem? What data have been used to document the need?
2. Goals of the planned intervention: What does the agency/organization expect to accomplish by implementing the change? What evidence or rationale supports (or does not support) the goals or expected outcomes?
3. Literature review: Relevant literature should be critically reviewed and discussed. Complete citations or source materials must be included.
4. Method of intervention: How will the intervention be implemented? Who will be involved (e.g., board, staff clientele, a community advisory panel, etc.)? What data will be collected and by whom? What is the evidence/data that the method of intervention is appropriate to the goals specified?
5. Implementation plan: What resources will be required to implement the intervention (time, person power, funds, physical plant or equipment, etc.)? What is the expected time frame for implementation? What preliminary activities are required (e.g., organizational support, community support, licensing or accreditation requirements, funding, etc.)? How will these hurdles or issues be dealt with? The paper should include a project milestone chart, describing when specific tasks will be completed.
6. Impact of the intervention: What factors, internal and external to the agency, will be affected by the intervention (e.g., staff, the community, clientele, competitors, etc.): How are they likely to respond? What impact will these responses have on the intervention?
7. Monitoring and evaluating the intervention: How will the success or failure of the intervention be judged? What is the plan for monitoring the progress (e.g., data to be collected, reporting process, etc.)?

**References: (This section should be single spaced.)** Use a standard documentation style, such as:

APA - <https://apastyle.apa.org/instructional-aids/tutorials-webinars>

AMA - <https://www.amamanualofstyle.com/>

### **Guidelines for Public Health Policy and Management Oral Presentation**

Students must discuss the oral presentation with their mentor before the presentation may be scheduled. Student presentations should not exceed 15 minutes, including time for questions from the audience and discussion of the presentation. The presentation should in general follow the outline:

1. Objectives of the capstone project
2. Introduction and background of a public health problem
3. Racial/ethnic, gender or other disparities for a public health problem and how these disparities relate to the social and cultural context of the environment of individuals and/or communities
4. Ethics of existing policies/and or research for a public health problem
5. Description of project methods
6. Results/expected results
7. Public health impact
8. Limitations
9. Future directions
10. Competencies addressed in capstone
11. References

## **Capstone Written Assignment Guidelines for the Global Health Equity Track**

For students in the Global Health Equity track, students can select capstone projects similar to either those from the Epidemiology track, such as a secondary analysis of data or a meta-analysis relevant to global health issues, or from the Public Health Policy and Management track, such as a policy brief, a program assessment or evaluation, or a planning/management project relevant to global health. Students should be cognizant that global health, by definition, includes local, regional, national, and international health.

If students select a capstone project similar to those from the Epidemiology track, the capstone written report will be an original research manuscript deemed by the faculty mentor to be suitable for publication in a PubMed listed scientific journal. Original research reports should include appropriate tables with results from statistical analyses, and figures and references structured for the particular scientific journal targeted for publication.

The report should include the information below and follow this outline:

- 2. Abstract:** Summary of key points of the capstone project (no more than ½ page/300 words in length).

The audience for this abstract covers the broadest possible scope--from expert to lay person. Students need to find a comfortable balance between writing an abstract that both demonstrates knowledge and is comprehensible by lay members of the audience. Limit the amount of technical language used and explain it where possible. Always use the full term before referring to it by acronym [for example, maternal and child health (MCH)]. Students should remember that they are experts in the field they are writing about and cannot assume the reader will share their insider knowledge.

Global Health Equity abstracts should be submitted using the Structured Abstract Format, which is designed for abstracts on scientific research:

- **Background:** A description of the problem, study objectives, and hypothesis
- **Methods:** Study design, including a description of participants, procedures measures, and appropriate analyses
- **Results:** Specific results in summary form
- **Conclusions:** Description of the main outcome of the study

- 2. Body of the Written Report:** The description of the research question, methods used, results, and conclusions (approximately 2500- 4000 words, about 10-15 pages double-spaced)

The capstone written report should be 10-15 pages in length. Appendices may be added when appropriate and are not included in the page count. The report should be double-spaced, 12-point type, except the references/bibliography, which should be

single-spaced. Note that the page lengths suggested are a general guide and permit students the flexibility demanded by the various forms that a capstone project may take. The recommended structure of the body is similar to the one followed in the abstract:

3. **Introduction:** Introduces the problem that the written report will address, including its significance, relevant literature, and research gap(s) that the research addresses. This section ends with a clearly stated hypothesis or research aim.
4. **Methods:** This section includes a description of the study population (persons, times, places). Define key concepts and operationalization of those concepts. Describe the statistical methods used. This section should include a statement that appropriate ethics approval (i.e., the Institutional Review Board) was obtained or that the work was deemed “exempt”.
3. **Results:** Descriptive statistics of the population are reported. The results of the analysis are described, including references to any tables and figures.
4. **Discussion and Conclusions:** The results are interpreted and placed into the context of what is already known about the topic. Strengths and limitations of the research must be included here. Policy implications may be described in this section, as well as future directions suggested by the results.
5. **References:** This section should be single spaced. Use a standard documentation style, such as:

APA - <https://apastyle.apa.org/instructional-aids/tutorials-webinars>

AMA - <https://www.amamanualofstyle.com/>

If students select a capstone project similar to those from the Public Health Policy and Management track, the capstone written report will follow the guidelines below for either a policy analysis, a program assessment/ evaluation, or a program planning/ management plan. Students should be explicit in their capstone proposal which of the three approaches they will take for their project.

The written capstone report for PHPM-type projects should include the information below and follow this outline:

1. **Abstract:** Summary of key points of the capstone project (**no more than ½ page/300 words in length**).

The audience for this abstract covers the broadest possible scope--from expert to lay person. Students need to find a comfortable balance between writing an abstract that both demonstrates knowledge and is comprehensible by lay members of the audience. Limit the amount of technical language used and explain it where possible. Always use the full term before referring to it by acronym [for example, socioeconomic status (SES)]. Students should remember they are experts in the field they are writing about and cannot assume the reader will share their insider knowledge.

**Abstract format** (suitable for abstracts about policy, programs, interventions, and other types of research evaluations):

- Issues: A short summary of the issue(s) addressed

- Description: Description of the project, experience, service, or advocacy program
- Findings and Analysis: A brief description of the results of the project
- Recommendations: A brief statement of next steps
- Lessons Learned

## 2. Written Report

The capstone written report for Global Health Equity should be 10-15 pages in length (approximately 2500-4000 words). Appendices may be added when appropriate and are not included in the page count. The report should be double-spaced, 12-point type, except the references/bibliography, which should be single-spaced. Note that the page lengths suggested below is a general guide which permits students the flexibility demanded by the various forms that a capstone project may take.

The capstone project for Global Health Equity students may take several forms. Following are descriptions of three recommended forms, including:

1. Option A: Global health policy analysis based on original research
2. Option B: Program assessment or evaluation possibly associated to student's field experience acquired from successful completion of the Applied Practice Experience (APE) aka Practicum
3. Option C: Program proposal of an intervention, also based on experience gained from the completed Applied Practice Experience (APE) aka Practicum

The option selected will depend on the student's interests and skills and may take other forms of systematic inquiry in a subject of the student interest.

### **Option A. Assessment or evaluation project**

1. Problem/issue statement: What is the problem or issue to be addressed by the project? How and by who was it identified? Why is it a problem? Why should it be addressed? What question(s) is the project expected to answer? Why is the agency/organization interested in doing this project?
2. Literature Review: A brief review of the relevant literature should be discussed. Complete citations of source materials must be included.
3. Method for investigation: What approach will be used to inform or resolve the problem: What research design will be employed? Why is the design appropriate to answer the question(s) posed for the project? What data will be generated, collected, analyzed, reported? What methods will be used for data collection? For analysis?
4. Plan of work: What resources will be required to complete the project (time, personnel, funds, computer, etc.)? What specific tasks must be completed: What is the expected time required for each task? What preliminary activities will be required

(e.g., human subjects' review, acquiring permission for use of data, acquiring adequate sample of cases, etc.) and how will they be planned for in the time estimate? The plan of work should include a project milestone chart (i.e., describing when specific tasks will be completed), and task matrix (i.e., describing who will be responsible for completing each task).

5. Uses/application of project: How will the information generated by the project be used and by whom? What decisions will it inform?

### **Option B. Planning/management project**

1. Problem/issue statement: What is the problem or issue to be addressed by the intervention? How and by who was it identified (e.g., staff, board, community, clientele, etc.)? Why is it a need or problem? What data have been used to document the need?
2. Goals of the planned intervention: What does the agency/organization expect to accomplish by implementing the change? What evidence or rationale supports (or does not support) the goals or expected outcomes?
3. Literature review: Relevant literature should be critically reviewed and discussed. Complete citations or source materials must be included.
4. Method of intervention: How will the intervention be implemented? Who will be involved (e.g., board, staff clientele, a community advisory panel, etc.)? What data will be collected and by whom? What is the evidence/data that the method of intervention is appropriate to the goals specified?
5. Implementation plan: What resources will be required to implement the intervention (time, person power, funds, physical plant or equipment, etc.)? What is the expected time frame for implementation? What preliminary activities are required (e.g., organizational support, community support, licensing or accreditation requirements, funding, etc.)? How will these hurdles or issues be dealt with? The paper should include a project milestone chart, describing when specific tasks will be completed.
6. Impact of the intervention: What factors, internal and external to the agency, will be affected by the intervention (e.g., staff, the community, clientele, competitors, etc.): How are they likely to respond? What impact will these responses have on the intervention?
7. Monitoring and evaluating the intervention: How will the success or failure of the intervention be judged? What is the plan for monitoring the progress (e.g. data to be collected, reporting process, etc.)?

**References: (This section should be single spaced.)** Use a standard documentation style, such as:

APA - <https://apastyle.apa.org/instructional-aids/tutorials-webinars>

AMA - <https://www.amamanualofstyle.com/>

### **Guidelines for Global Health Equity Oral Presentation**

Students must discuss the oral presentation with their mentor before the presentation may be scheduled. Student presentations should not exceed 15 minutes to allow for questions from the audience and discussion of the presentation. The presentation should in general follow the outline:

1. Objectives of the Capstone project
2. Introduction and background of a public health problem
3. Racial/ethnic, gender or other disparities for a public health problem and how these disparities relate to the social and cultural context of the environment of individuals and/or communities
4. Ethics of existing policies/and or research for a public health problem
5. Description of project methods
6. Results/expected results
7. Public health impact
8. Limitations
9. Future directions
10. Competencies addressed in capstone
11. References

## ACADEMIC POLICIES AND GUIDELINES

*Please refer to the Parkinson School of Health Sciences and Public Health Handbook for details regarding academic policies and guidelines.*

### *Academic Integrity*

Honesty and fairness in using information that we obtain from others, in attributing the origin of such information, in communicating our own findings accurately, and in attributing credit to our collaborators for their contributions, are aspects of personal ethics essential to the functioning of the scientific enterprise.

A violation of these ethic principles, including, but not limited to, plagiarism or willful misrepresentation of data, is considered scientific misconduct, and will be considered cause for dismissal from the program. Additional information about Academic Integrity can be found within the [Parkinson School of Health Sciences and Public Health Graduate Programs handbook](#).

### *Grading, Grade Requirements and Remediation Policy*

Students are expected to maintain an average of not less than a B (3.0). No more than two grades of C and no grades of D or F may be counted as fulfilling degree requirements. Such grades, however, will be used to calculate the student's GPA. No student will be allowed to graduate with less than a B average (3.0).

The Graduate School uses the following grade conversion system:

A = 4.0	I = Incomplete
A- = 3.67	X = Absent from examination
B+ = 3.33	W = withdrawal
B = 3.0	WF = Withdrawal with failure
B- = 2.67	CR = Credit
C+ = 2.33	NC = No credit
C = 2.0	AU = Audit
C- = 1.67	
D+ = 1.33	
D=1.0	
F = 0.0	

A student who fails to maintain a GPA of 3.0 at the end of a semester, or who received a D or F in any course in that semester, will be placed on academic probation during the



following semester. They will be required to raise the GPA to 3.0 within the next two semesters, and obtain a grade above B in the deficient core courses.

If a student, with the authorization of the graduate program director, retakes a course, only the most recent grade earned for the course will be used when evaluating whether or not all degree requirements have been met.

## **Appendices**

- **Appendix A: Student Life**
- **Appendix B: Information for International Students**
- **Appendix C: Course Descriptions**

## **Appendix A: STUDENT LIFE**

### **HSC University Ministry**

The Office of University Ministry has a three-fold mission that focuses on the members of the Loyola

University Chicago Health Sciences Campus. Inspired by Ignatian values and the practical spirituality of finding God in all things we work towards:

- **Shaping Community:** Through educational programs and events; prayer and worship; hospitality and outreach; social activities and attention to the needs of the individual we build a welcoming and inclusive community for students, staff and faculty.
- **Seeking Faith:** We journey with the people who teach, learn and work at the Health Sciences Division by providing spiritual formation and faith development while facilitating individual and communal prayer. True to our experience of the Gospel, we welcome and engage individuals regardless of their faith background or tradition to grow into becoming men and women for others.
- **Serving Broadly:** By embracing a worldview that is both local and global we facilitate and sponsor opportunities for members of the Health Sciences Division to work with underserved communities in the greater Chicago area and beyond.

For more information about the HSC Ministry, visit their website at (<http://hsd.luc.edu/ministry/>) or call 708-216-3245.

### **Center for Student Assistance and Advocacy**

As a Loyola student you will have many opportunities to excel academically, experience community, get involved with student organizations, take on leadership roles, and engage in service opportunities. Sometimes when balancing life transitions between academic rigor, personal and professional development, you may need support. This webpage (<https://www.luc.edu/csaa/forstudents/studentresources/>) is designated for all Loyola students to explore and utilize the resources that can be helpful as you move through your Loyola experience.

### **Perspectives for Students**

Perspectives for Students is a resource to help with “issues of everyday living.” Just about any concern imaginable can be addressed, ranging from simple to complex. Some of the issues covered:

- Anxiety
- Depression
- Relationship Difficulties
- Family and Parenting Problem
- Stress
- Alcohol, Drug or Other Addictions
- Grief and Loss
- Child/Elder care
- Change and Transition

During the semester, if you find that health problems, life stressors or emotional difficulties are interfering with your academic or personal success, and you are finding it difficult to cope or complete your academic work, please consider contacting “**Perspectives for Students**”. Perspectives is an independent behavioral healthcare organization that offers crisis intervention and brief, goal-focused individual counseling free of charge. The service is strictly confidential.

**Perspectives’ services are a short-term solution focused approach which includes an assessment, clinical advocacy/case management and direct counseling. During the initial assessment, the counselor will determine next steps which could include referral for longer term care if necessary. Perspectives will assist in connecting students with a clinician who will best meet their unique needs. Please note that every student presents with a unique set of circumstances and therefore the number of sessions and type of care will be based upon sound clinical guidelines. If you have any questions regarding type of care or length of care, please discuss this with the counselor.**

You can make an appointment by calling 1-800-456-6327 to speak with a counselor or schedule and appointment. The call center is staffed with masters-level counselors and available for 24/7 access, information, resources, and crises support. For online resources go to <https://www.perspectivesltd.com> and enter LUC500 for your user ID and perspectives for the password.

**Student Accessibility Center (SAC)**

The Student Accessibility Center (SAC) mission is to support, service, and empower Loyola University Chicago students with disabilities. SAC is committed to providing support for students with disabilities through innovative services, programs, and partnerships. SAC leads the campus community in its commitments to recognize disability as a valued aspect of diversity, to embrace access as a matter of social justice, and to design more welcoming and inclusive environments. If individuals encounter academic, physical, technology, or other barriers on campus, SAC staff is available to help implement reasonable accommodations or partner to find good solutions.

In order to receive academic, meal plan, or housing accommodations, students must be registered with SAC. Please visit their website [www.luc.edu/sac](http://www.luc.edu/sac) or contact them directly at 773.508.3700.

### **Writing Center**

Loyola University Chicago provides students with writing support. Students can make online appointments with Loyola University Writing Center (WC) by going to the WC web page, <http://www.luc.edu/writing>, where they will be directed to a link for the online scheduling system. From there they will create a login and be able to make one-on-one appointments with a tutor online.

Writing Center services are available face to face at the Lake Shore Campus and online. To help students, improve their writing skills, tutors are available to help during any point of the writing process, from brainstorming to organizing to putting the final touches on any assignment.

For more information about the Writing Center, or to schedule an appointment for a tutoring session, visit the Writing Center website (<http://www.luc.edu/writing/>).

### **Library Services**

The Loyola Health Sciences Library (HSL) has a wealth of resources for you to use during your academic career. The library is located on the 1st floor of the Marcella Niehoff School of Nursing. Students have 24-hour online access. Staffed hours include: Monday-Thursday: 8:30am-7pm and Friday 8:30am- 5:00pm

- Accessing HSL Resources: Whether on-campus or off, access the library's licensed resources using "Single Sign On" in which students need to register for a login ID.
  - Go to the library website: <http://library.luhs.org/hslibrary/>

- Click on a resource such as Cinahl. When the Connect page opens, click on the gold registration box and request a login ID.
- Your ID will be sent to you via email within 24 hours when the library is staffed. Questions? Call 708-216-9192.
- Library Resource Links for Parkinson Students
  - <http://hslguides.luc.edu/nutrition-dietetics>
  - <http://hslguides.luc.edu/MSMLS>
  - <http://hslguides.luc.edu/publichealth>
  - <http://hslguides.luc.edu/c.php?g=584163>
  - <http://hslguides.luc.edu/durable-links>
- Links to library resources such as:
  - Locating Journals and electronic books in the library  
<http://tb2lc4tl2v.search.serialssolutions.com/ejp/?libHash=TB2LC4TL2V#/?language=en-US&titleType=ALL>
  - Databases <http://library.luhs.org/hslibrary/e-resources/databases.html>
  - Using Refworks: Refworks is a Web-based program that allows to allow you to manage and organize citations, saving time in preparing bibliographies for your research paper.  
[http://library.luhs.org/hslibrary/resources\\_for/refworks.html](http://library.luhs.org/hslibrary/resources_for/refworks.html)
  - If you would like a librarian to assist you in using these resources, contact the Information Services and Instruction Librarian: (708) 216-9192, [hsl@luc.edu](mailto:hsl@luc.edu).
- Lakeshore/Cudahy Resources from home
  - Flagship is the Lakeshore proxy server. Your login is your Loyola Universal ID/Password. If you have difficulty logging into Flagship, you can contact Tara Radniecki ([tradniecki@luc.edu](mailto:tradniecki@luc.edu), 773-508-2658).

### **Information Technology Services**

Assistance for students can be found on-line at

<https://www.luc.edu/its/services/technologyroadmap/newstudents/>

### **Parking**

Parking is limited on all campuses, and public transportation is encouraged. Parking and traffic regulations are enforced by the issuance of traffic citations that provide for a fine. A car in violation may be towed when circumstances warrant such action. Parking on campus requires purchase of a parking permit through the Campus Transportation office or by using “Rambler Bucks”. For further parking information, contact:

- Health System Campus: 708-216-9092
- Lake Shore Campus & Water Tower Campus: 773-508-7036

Campus Transportation can also be reached at: [campustransportation@luc.edu](mailto:campustransportation@luc.edu).

## **Security**

The Security Department strives to maintain a safe environment on the various campuses of the University, 24 hours a day, and seven days a week. Escort service is available on the Health System and Lake Shore campuses. Students should report any suspicious or hazardous conditions on or near campus to the Security Department.

- Health System Campus: 708-216-9077
- Lake Shore Campus: 773-508-6039
- Campus safety dispatcher: 773-508-7233 (773-508-SAFE)
- Escort Service: 773-508-7433 (773-508-RIDE)

## **Housing**

There are many options for students to find housing in the area surrounding the Loyola University Chicago Health Sciences campus. Many students live in the surrounding suburbs including Forest Park, Oak Park and Riverside, while others live in downtown Chicago.

<https://ssom.luc.edu/media/stritchschoolofmedicine/graduateprograms/documents/Health%20Science%20Division%20Housing%20Information.pdf>.

## **Additional Resources on Campus**

### **Title IX Coordinator**

Responsibilities of the LUC Title IX Coordinator include the monitoring and oversight of overall implementation of Title IX Compliance and the prevention of harassment and discrimination at the University. This includes the coordination of all training, education, communications, and administration of grievance procedures for faculty, staff, students and other members of the University community. If you have questions or concerns related to Title IX, please contact the Title IX Coordinator.

Loyola University Chicago's Title IX Coordinator is:  
Thomas M. Kelly  
Sr. Vice President for Administrative Services  
Office of the President - Suite 1500  
820 North Michigan Ave.  
Chicago, IL 60611  
(t) 312.915.6400  
(email) [tkelly4@luc.edu](mailto:tkelly4@luc.edu)

**Sexual Assault Advocacy**

Sexual Assault Advocacy Line: 773-494-3810  
Available M-F 8 am – 4:30 pm and 24 hours on weekends  
\*not available during university holidays.

**Chicago Rape Crisis Hotline:** 888-293-2080

**Chicago Domestic Violence Helpline:** 877-863-6338

**Change of Personal Information**

It is the responsibility of the student to change their name, address, phone number, or any other pertinent information in the LOCUS system. Failure to comply with this requirement may result in returned mail or email, thereby causing the student to miss valuable announcements or information.



## Appendix B: Information for International Students

Below is a list of important things to consider during your training in the United States. **Additionally, instructions and/or forms for maintaining your legal immigration status, obtaining a social security card and obtaining a driver's license can be found in online at <https://www.luc.edu/iss/>.**

### 1. IMPORTANT DOCUMENTS

- a. PASSPORT—must be valid at all times during your stay in U.S. Usually, must have 6 months remaining on visa for travel purposes.
- b. VISA—only an entry document. Does not need to be renewed as long as you remain in the U.S.; period of validity of visa does not represent the period of authorized stay in the U.S. after entry. For all PhD students, visas should have D/S marked on them.
- c. I-94—indicates date of admission, category of admission & period of authorized stay. ONLY the I-94 card determines length of authorized stay in the U.S. J-1 & F-1 should state D/S; should not have an actual date
- d. I-20—must remain valid at all times while studying in the U.S.

### 2. MAINTAINING STATUS

- a. FULL-TIME PROGRAM OF STUDIES (9 CREDIT HOURS PER SEMESTER, or Dissertation Supervision).
- b. END DATE ON I-20 -If you need time past this date to finish program, please speak to International Office at least 30-60 days PRIOR to expiration date. There are certain documents needed in order to authorize an extension of time on your visa. Usually, a visa is 60 months duration for doctorate degree and 48 months for a master's degree. We know in the real world that may not be the case and therefore extensions are authorized on an individual basis.

### 3. TRAVEL OUTSIDE THE US

- a. VISA—must have valid visa to re-enter the U.S.
- b. Your passport must have at least 6 months remaining in order to re-enter country unless we have an agreement with your country that allows travel up to the expired date and authorizes an additional 6 months on passport.
- c. TRAVEL SIGNATURE on I-20—make an appointment with International Office so that we can validate/sign the I-20 prior to your travel abroad

- d. TRAVEL LETTER-Contact International Office for travel letter  
(recommended, not required)
4. NOTIFICATION REQUIREMENTS
- a. CHANGE OF ADDRESS-must be done within 10 days of move
  - b. ANY CHANGES TO PROGRAM
  - c. INABILITY TO TAKE FULL-TIME COURSE OF STUDY

Questions and important changes to any of your documents or status should be directed to:

Website: <https://www.luc.edu/iss/>  
Phone: 773.508.3899  
Email: [iss@luc.edu](mailto:iss@luc.edu)

## **Appendix C: COURSE DESCRIPTIONS**

*MPBH denotes courses offered through the Parkinson School of Health Sciences and Public Health, Department of Public Health Sciences*

### **Determinants of Population Health (3 credits) MPBH 400**

The late epidemiologist Geoffrey Rose distinguished public health from medicine in the following way: medicine asks: “why does this patient have this particular disease;” public health asks “why does this population suffer from these particular diseases.” This course will introduce you to the public health population perspective. A major focus of the course is understanding the fundamentals of health disparities and how they are produced and reproduced, and how solutions to our most pressing public health problems are unlikely to succeed.

### **Environmental Health (3 credits) MPBH 401**

This course is designed as an introduction to environmental public health issues, laws, regulations, research, and activism. Environmental factors including biological, physical, and chemical factors that affect the health of a community will be presented. The environmental media (air, water, and land) and various community exposure concerns will also be presented. The course will utilize available internet resources to access environmental data, and focus related research.

### **Public Health Practice and Management (3 credits) MPBH 402**

This course will introduce public health practices and cover management basics as applied to the public health field. The topics in the course will be examined through the lenses of prevention, social justice, and the role of governmental public health. Part I of the course covers basic public health concepts, core public health functions and practices, public health infrastructure at the local, state, and federal levels, and the major areas of public health services and interventions. Part II covers management principles and functions such as planning, organizing, controlling, and leading. We will apply these concepts to the administration of public health organizations.

### **Introduction to Epidemiology (3 credits) MPBH 403**

Epidemiology is the study of the distribution and determinants of disease in populations and remains the basic science of public health. This methodology is unique to epidemiology, and in some cases, has even been appropriated by other fields. The objective of this course is to familiarize students with the range of tools used to conduct epidemiologic analysis, including study design and measures of association.

### **Biostatistics for Health and Biological Sciences (3 credits) MPBH 404**

Introductory biostatistics course which allows students to utilize MyStat software and perform/ operate analytic methods. Course provides outline of tests of statistical significance and probability theory. Students will conduct statistical hypothesis testing using methods presented in class.

**Public Health Policy: Concepts and Practice (3 credits) MPBH 407**

The course provides students with theoretical frameworks to approach public health policy issues and empowers them with practical analytical tools to develop position papers. This course is founded on the premise that there is no single approach to policymaking. Consequently, students are provided with the knowledge and skills to conduct meaningful research for health policy and the opportunities to apply those skills to engage pressing health policy problems. Perspectives will be drawn from epidemiology, law, economics, political science, and ethics to engage and examine the policy-making process, articulate positions advocating for (or against) particular interventions and develop materials for different audiences to further a health policy intervention.

**Biostatistics I (3 credits) MPBH 409**

Introductory biostatistics course which allows students to utilize STATA software and perform/ operate analytic methods. Course provides outline of tests of statistical significance and probability theory. Students will conduct statistical hypothesis testing using methods presented in class.

**Public Health Practicum (1 credits) MPBH 410**

All MPH students are required to complete 1 credit of an Applied Practice Experience (practicum) to gain a better understanding of a public health practice, directly utilize their own MPH training, and network with public health professionals in the field. Students must complete a minimum of 210 hours of internship or volunteer work for public health-related program, company, or agency to satisfy the Applied Practice Experience requirement. A signed agreement is required before enrollment and student must be in the process of completing 21 credit hours, including at least four of the five MPH core courses.

**Public Health Capstone (2 credits) MPBH 411**

Integrated Learning Experience (capstone projects) are meant to demonstrate the integration and synthesis of knowledge and skills acquired during the MPH Program. They provide the students an opportunity to exhibit their proficiency in public health skills through a written report and oral presentation. The capstone requirements (see MPH Student Handbook for details) are intended to satisfy these ends. Students will work with their Capstone project mentor with whom they are encouraged to meet on a (bi-) weekly basis to discuss progress on their written report and oral presentation. Students will also work with their mentor to ensure that the nature and scope of their capstone project will be adequate to meet public health core and track-specific competencies.

**Introduction to Statistical Computing for Public Health Research (2 credits) MPBH 412**

This course introduces students to statistical computing. The emphasis is on manipulating data sets and basic statistical procedures such as t-tests, chi-square tests, and correlations. Upon completion of this course, the student will be able to use statistical software to: read in data files, subset data, create variables, recode data

values, analyze data and summarize the results using the statistical methods enumerated above. Hands-on exercises and projects are used to facilitate understanding of all the topics covered in the course. The course currently focuses on the use of SAS and STATA software packages.

### **Epidemiology of Obesity (3 credits) MPBH 413**

This course will cover the current world-wide obesity epidemic, exploring factors and possible determinants such as the obesogenic environment, diet, physical activity, socio-economic status as well as the consequences and prevention of obesity from an epidemiological perspective. The course will also review common epidemiologic methods to conduct obesity research and provides students with skills to critically analyze studies in obesity epidemiology.

### **Introduction to Global Health (3 credits) MPBH 414**

This course is meant as an introduction to global health, both epidemiology and policy aspects, focusing on health disparities on the international level. The course will provide the student with an understanding of health surveillance systems, and the determinants, consequences, and trends of disease in low- and middle-income countries, with some reference to high-income countries and regions. Both infectious and non-communicable diseases will be addressed, as will reproductive and women's health, nutrition, mental health, environmental health, and unintentional injuries. The format of the course will be both didactic and student-led discussion.

### **Health Services Research Methods (3 credits) MPBH 416**

This course introduces students to the scope of health services research by addressing issues central to understanding and applying modern research to public health and health policy. These issues include the use of theory and models, measurement concepts and methods, qualitative and quantitative modes of observation, identifying causes, the logic of control variables, the interpretation of multiple regression, sampling and the design of experiments and quasi-experiments. The emphasis is on learning these ideas through practice with many different examples of real-world research and empirical evidence. Ethical, political, and other contextual factors will be integrated.

### **Global Maternal & Child Health (3 credits) MPBH 417**

This course will allow the student to gain substantive knowledge of the key issues in global maternal and child health. With a focus on low-and-middle income countries (LMICs), the course will provide the student an opportunity to delve into critical issues faced by women and children, assess health disparities and examine social justice issues in LMICs. In addition, the student will be expected to think critically about existing programs, research and policy involving maternal and child health. Students will have the opportunity to utilize data from an international, publicly available database to explore a research question around maternal and/or child health for the course's final project. The format of the course will be didactic, and student led discussions, presented in the classroom (1.5 hours/week) and as asynchronous online sessions (1.5 hours/week).

**Public Health Law (3 credits) MPBH 420**

This course explores how the law can be utilized to promote, or impede, proposed public health interventions at the local, state, and federal level. Students review popular theories of public health law that examine the role of the legislature, executive agencies, and the courts in crafting, executing, and reviewing public health policy. The class examines popular cases in public health, from the turn of the 20th century to contemporary disputes that may shape the future direction of public health as it is practiced in the U.S. This course is geared towards MPH students concentrating in the health law and policy track, and no prior training in law or legal analysis is assumed or required.

**Biostatistics II (3 credits) MPBH 421**

This course covers intermediate concepts in inferential statistical methods and additional statistical techniques and multivariate methods of analysis for epidemiological and clinical studies. Topics include the analysis of variance (ANOVA) with planned comparisons and post-hoc tests, factorial ANOVA, bivariate linear correlation and regression, the chi-square tests for goodness of fit and association, the Mann-Whitney U test, and the essentials of sample size estimation. Students will learn to translate research questions into the suitable linear, logistic or Cox proportional hazards model framework, compute and interpret the appropriate statistical estimates from multivariate methods of analysis including partial correlation, multiple linear and multiple logistic regression, Cox proportional hazards regression, and analysis of covariance. Students will learn to run menu driven and command procedures using SAS or STATA statistical software to complete statistical computations.

**Population Health Planning and Management (3 credits) MPBH 422**

At its core, population health planning concerns the optimal allocation of limited resources in the pursuit of improved health outcomes. As such, planning and managing necessarily go hand in hand. This course prepares students to confront allocation decisions thoughtfully and systematically by imparting the knowledge, tools, and skills to plan, implement, and evaluate programs, interventions, and services that address public health problems, improve population health, and reduce inequities. The course will cover the entire planning cycle: assessing needs, prioritizing needs, setting goals and objectives, devising strategies, implementing a plan, and monitoring and evaluating a plan. While planning may be targeted to vulnerable individuals, communities, or systems, the overarching goal is to maximize population health.

**Intermediate Epidemiology (3 credits) MPBH 423**

This course will expand upon Epidemiology I and provide a more in-depth analysis of epidemiology concepts. In addition to in depth analysis of confounding, this course will also provide an overview of related clinical research methods including logistic and linear regression methods, and genetic epidemiology.

**Health Economics and Healthcare Financing (3 credits) MPBH 424**

In this class, we will examine selected topics in health economics that have major implications for healthcare delivery, healthcare financing and clinical and public health research. Essential economic theories and methods for exploring each topic will be discussed along with examples drawn from the existing research literature of the application of these theories and methods. In addition, existing empirical research will be examined and assessed. The specific topics to be examined include consumer behavior and health demand with a special focus on the analysis of secondary data; principles of price and quality competition; principles of health insurance; and methods for economic evaluations. Students will develop a good working understanding of economic theories and methods specific to these issues examined through this course and will also learn how to apply these to research problems.

### **Policy Analysis (3 credits) MPBH 425**

This course will introduce the issues and methods of health policy analysis. Health policy analysis requires several distinct sets of skills: technical understanding of analytical tools, understanding the policy and managerial context within and outside of your organization, and the ability to produce and communicate practical advice. During this course, students will develop the conceptual foundations and practical techniques to become intelligent consumers and effective producers of health policy analyses. The specific topics to be examined include: exploring how policy problems are articulated and defined, identifying policy alternatives, examining some practical methods to conduct health policy analysis, and evaluating policies that have been implemented. Finally, students will utilize these methods to examine health policy issues. Students will develop a good working understanding of the methods specific to these issues examined through this course and will also learn how to apply these to specific problems.

### **Infectious Disease Epidemiology (3 credits) MPBH 426**

This course will provide an introduction to and overview of infectious disease epidemiology. This course will introduce the basic methods for infectious disease epidemiology and review case studies of important disease syndromes and entities. Important terminology and definitions for infectious disease epidemiology will be reviewed, including nomenclature related to outbreak investigations, disease surveillance, laboratory diagnosis, molecular epidemiology, disease transmission and susceptibility, and assessment of vaccine effectiveness. Basic methodology related to infectious disease epidemiology will be reviewed. At the end of the course, students should be comfortable describing basic epidemiology terminology related to the study of infectious diseases and will apply this understanding to the development of a study of a new or emerging infection.

### **Grant writing (3 credits) MPBH 431**

This course will provide an overview of the NIH extramural funding process, with additional information on funding opportunities outside NIH. Students will learn the key components of successful grants and factors that may lead to grants not being reviewed favorably. The focus will be on grant writing skills. All students will be required to write a 10–12-page R01-style grant proposal (application), as described in the NIH

guidelines. Although emphasis will be placed on the narrative of the proposal, i.e., Specific Aims, Significance, Innovation and Research Strategy, you will also be required to formulate a budget and to produce a NIH-style biosketch. Students will also participate in a mock NIH study section in which you will be required to review two grant applications, write reviews of the applications based on NIH guidelines, and participate in the study section process.

### **Health Impact Assessment (3 credits) MPBH 432**

This course is designed as an introduction to health impact assessment (HIA) which is a rapidly emerging public health decision-support tool that uses a combination of procedures, methods, and approaches to determine how a policy, project or program may affect the health of a community, and the distribution of those effects within the population of the community. While the HIA process can be utilized to discern health impacts of policies, projects or programs in any realm, this course will primarily focus on those that are related to the physical and built environments, including those that have the potential to exacerbate health inequities and environmental injustice.

### **Clinical Trials (3 credits) MPBH 433**

This course covers the design, implementation and management of clinical trials and their ethical and clinical implications. Topics will include trial design, randomization, recruitment, and sample size, monitoring and analysis. An overview of landmark events which led to the development of the current body of various regulating agencies and standardized requirements for clinical research will also be addressed.

### **Meta-analysis (3 credits) MPBH 434**

This course will provide instruction on a variety of methods for synthesizing clinical research information, and how to use these methods to assess the strength of the evidence for policy development and/or clinic contexts. Topics will include systematic procedures for identifying study information, publication bias, methods to identify heterogeneity among studies. Students will also learn how to use STATA software to create funnel plots, forest plots and other aspects involved with meta-analysis.

### **Applied Survival Analysis Equity MPBH 495**

In many medical and public health studies, the main outcome is the time to the occurrence of a particular event. This course covers nonparametric, parametric, and semi-parametric methods for time-to-event data. Topics include censoring and truncation; survival function estimation; parametric inference using exponential, Weibull, log-logistic, and accelerated failure time models; sample size calculation; Cox regression with stratification and time-dependent covariates; regression diagnostics; and competing risks. The course includes five homework assignments, two take-home examinations, and one team-based in-class presentation. The course focuses on the analysis of real data sets using SAS statistical software.

### **Health Justice Lab: Race & Health Equity MPBH 495**

This interprofessional and experiential course grapples with the relationship between racism, medicine, public health, and law in the United States. It examines how structural



racism harms health and provides insight on the roles that medical, public health and law professionals can play in advocating for change. An interprofessional panel of faculty and guest speakers will guide students through discussions, case studies, community outreach, and advocacy to address health inequities. By the end of the course, you should be able to: 1) describe the historical and contemporary role of racism in medicine, public health, and law; 2) engage in current debates about the impact of racism in perpetuating health inequities; and 3) illustrate ways that one can advocate for social justice.

### **Health Behavior and Health Education (3 credits) MPBH 495**

Introductory course designed to provide students with a grounding in health education principles and a foundation in behavioral theory as applied to public health practice. Health education strategies will be examined from the perspective of health literacy, cultural competency, and adult learning behaviors, among other dynamics. Course will expose students to a range of health behavior theories and frameworks commonly incorporated into public health interventions on the individual, inter-personal, and community level. Recognizing that the most effective health promotion and behavior change interventions incorporate actions on all three levels, students will review theories and models to be reviewed in the planning of health intervention and promotion programs.

### **Social Epidemiology MPBH 495**

If epidemiology is “the study of the distribution and determinants of disease in human populations,” then what is social epidemiology? Indeed, for many epidemiologists, there is no need to qualify epidemiology with the adjective “social”—all of epidemiology is social. Where “social epidemiology” departs from “other-than-social epidemiology” is the former’s focus on social interactions and enabling and constraining factors that produce health and illness. This survey course will provide an overview of this subfield, including the historical background, socioeconomic indicators, race, class, and neighborhood influences on health, along with the relationship between social networks and health.

### **Public Health in Action MPBH 499**

This course prepares students for the real world through practical hands-on learning that addresses the cross-disciplinary competencies in advocacy, leadership, budgeting, planning and implementing programs with limited resources, building a shared vision and mission, setting priorities and goals, contributing on inter-professional teams, advancing cultural diversity and inclusiveness in community health efforts, building partnerships, leading community initiatives, and communicating to media. Upon successful completion of Public Health in Action, students will have gained cross-cutting skills needed to make public health work in practice. Students will recognize and value diverse community viewpoints and see the value and opportunity for inter-professional teamwork in moving public health forward in innovation, multi-sectoral collaboration and achieving community health outcomes.

*BEHL denotes courses offered through the Nieswanger Institute for Bioethics:*

**Justice and Health Care (3 credits) BEHL 402**

This course will provide an overview of justice and health care with a special emphasis upon the developing world. We will read from a variety of sources to better understand what justice means generally and what justice means regarding health care.

**Research and Ethics (3 credits) BEHL 405**

This interactive seminar will explore ethical issues pertaining to scientific research, especially biomedical research. Issues regarding scientific integrity, all aspects of human subject's research, and research involving animals will be analyzed. The course is designed to help participants become comfortable with the language and literature of research ethics.

**Principles of Health Care Ethics (3 credits) BEHL 406**

This course will provide an overview of important ethical theories in bioethics. We will mainly examine major works in the field by leading bioethics scholars to become better familiar with different approaches in the field. At the end of this course, participants should be able to: Identify and analyze the ethical theories that undergird contemporary bioethics, become familiar with various theoretical approaches by leading bioethics scholars in the field, and learn to critically examine these approaches through weekly discussions and writing assignments.

**Social Science and Bioethics (3 credits) BEHL 407**

This course will review the theoretical work on social science (anthropology, sociology) and moral reasoning as it pertains to the discipline of bioethics, its philosophical roots, and the body of social science work in bioethics. This class will critically examine several current bioethical issues in the United States and internationally. The course considers how both bioethical dilemmas, and the values, principles, rights, etc. that serve as their foundation, are shaped by patients' and health professionals' cultural values and beliefs about concepts of self/personhood, body, life, and death. This course will also explore how broader, socio-cultural factors relating to power, economics, gender, science, and the media influence bioethical dilemmas and their resolution. Students will learn how to use the technique of self-reflexivity to understand cultural values.

**Ethics, Genetics & Health Policy (3 credits) BEHL 408**

This course will introduce genetic ethics and a survey of topics that constitute the professional and popular literature in the field. Topics to be considered include, but are not limited to, gene patenting, human cloning, and race and genetics. Classes will be topic driven and will draw upon a variety of sources including a recent genetic ethics text and an anthology of articles on various topics within the field. The ethical questions that genetic technological advances pose to our understanding of human identity and social justice will serve as the organizing themes of the course.

**Public Health Ethics BEHL 411**

The course will provide an overview of the fundamental ethical issues in public health research, practice, and policy. The course covers public health ethics through case

studies, research studies and policy guides. Topics include health promotion, disease prevention, racial and ethnic health disparities, community-based participatory research, and public health reform.

### **Organizational Ethics I (3 credits) BEHL 412**

This course examines ethical issues in health care from the vantage point of decision makers who shape the system, e.g., physicians within a group practice, administrators within a health system, or advocates within a community. Balancing fidelity to the mission of a health-care organization with limitations emanating from its operating or profit margin will be considered in detail.

### **Cultural Competence in Health Care (3 credits) BEHL 418**

This is a two-month long blended course of online learning and a two-day intensive experience on the campus of Loyola University Medical Center (Maywood, IL). This course introduces the individual, organizational, and structural factors in creating a culturally competent health care system. We will explore the important opportunities and challenges in defining and evaluating cultural competency strategies. The topics cover the role of racial and economic health disparities in the process of care and health outcomes, Cultural and Linguistic Appropriate Standards (CLAS) in health care, self-assessment and evaluation of institutional needs. Knowledge and skills gained in this course can be used to develop an advocacy role for evaluating and promoting cultural competency within a health care system.

*Note: "SOWK" denotes courses offered through the School of Social Work*

### **Human Behavior in Social Environment (3 credits) SOWK 500**

This is a foundation-year course in the human behavior and the social environment content area. This introductory course is designed to provide dual-degree students in social work and child development with a basis from which to understand human behavior and development over the course of the life span. The course material is taught from bio-psycho-social-spiritual perspectives. A variety of theories are utilized to assist students in understanding the complexity of human behavior, including traditional and recent psychodynamic, family systems, cognitive, and neurobiological theories. Course content includes and is sensitive to human diversity and specifically includes materials on race, ethnicity, gender, sexual minorities, physical challenges, spirituality, and socioeconomic factors as they affect human behavior and development. Modal and expectable behaviors are thus contextualized and used to develop students' abilities to view clients through a bio-psycho-social-spiritual framework. Students are to utilize this material as a background for assessing strengths, limitations, risk, protective, and resiliency facts.

### **Health Policy and Health Systems (3 credits) SOWK 602**

Health-care systems are examined in the context of social policy and healthcare needs. The effects of different levels of healthcare interventions, changing roles and responsibilities of government, the voluntary sector and the proprietary sector are

assessed in relation to access and utilization of health care. Students may use this course to substitute for Public Health Policy: Concepts and Practice (MPBH 407).

Note: CMAN/GNUR/MCN denotes courses offered through the Marcella School of Nursing Graduate School

### **Health Policy and Healthcare Delivery (3 credits) CMAN 435**

This course provides the student with a framework for analyzing health policy based on selected theoretical models. Forces that shape health care policy in the United States will be discussed. Values and preferences for making social choices within a pluralistic society will be considered. The changing role and responsibilities of government, private sector, health professionals, and consumers will be examined in terms of the social, economic, legal, political, and ethical forces with impact on health care delivery in the United States. Case studies will be drawn from a variety of health care areas.

### **Outcomes Performance Management – Theory (3 credits) CMAN 439**

This course focuses on models, concepts, and processes of outcome performance management from national and local perspectives and their application in health care organizations. The course will trace the development of the concept of quality from measurement of adverse events and gaps in care to the current focus on measurement of performance for both quality improvement and public accountability. Creating the business case for quality, evidence-based practice, quality infrastructure design, consumer requirements and safety issues will be explored. The course will also examine the relationship between policy development and performance management. Current political, legal, regulatory, and ethical issues as they relate to the topic of performance management will be analyzed.

### **Outcomes Performance Management – Methods (3 credits) CMAN 440**

This course focuses on methods, techniques, and tools employed in outcomes performance management and patient safety. Emphasis is on the application of quality improvement, evidence-based practice & safety approaches, strengths, limitations, purposes, and appropriate uses for accepted performance measurement.

### **Program Planning & Marketing in Health Care (3 credits) CMAN 448**

This course presents an integrated approach to strategic planning, program planning, and marketing in nursing and health care organizations. Key models, elements and processes associated with strategic planning are presented with an emphasis on the leadership role in leveraging information, environmental scanning, and competitive analysis. Theories, models, tools, and processes for program planning, implementation, and evaluation and the marketing of nursing and healthcare services are addressed. The integration of strategic planning, program planning, and marketing with the mission, goals, and objectives of organizations and services is emphasized.

### **Advanced Concepts in Health Systems Management (3 credits) CMAN 468**

Health systems leaders/managers must be able to integrate competitor/market analyses with the shaping of internal structures, cultures, human resources, management systems, and essential organizational competencies. Six basic processes in strategic management are goal formation, environmental analysis, strategy formation, strategy

evaluation, strategy implementation, and strategic control and analysis. This course uses a framework that links strategic management with health care outcomes. Areas covered include leadership, planning, customers and markets, information, and analysis, managing human capital, and managing organizational performance.

### **Health Care Systems Analysis and Design (3 credits) CMAN 488**

This course will address methods and techniques of health care information system (IS) analysis and design as performed within the system development life cycle. Systems planning, analysis, design, implementation, support, testing, and evaluation are defined and differentiated using a case study approach. Principles of hardware/software design and their importance to the user interface are emphasized. The role of the health provider in the system development life cycle is delineated and applied. Evaluation criteria for system selection are identified. An emphasis is placed on analysis, development, selection, and evaluation of information systems as they relate to health care.

### **Decision Support in Health Care (3 credits) CMAN 490**

This course focuses on the understanding of decision support systems. It emphasizes the importance of capitalizing on the virtually unlimited storage and data processing capacity of computers to assist in decision making in health care. Characteristics, structures, and uses of decision support systems (DSS) in health care are described. Considerations and criteria to evaluate DSS for clinical and operational use are delineated. The use of DSS to evaluate and justify nursing and health care resources is examined. Computer-based programs that are used to assist the health care manager with patient care decisions, as well as strategic planning, operations, and knowledge development, are described. Clinical, administrative, financial, decision support, and expert systems, as well as integrated hospital information systems, are introduced.

### **Infection and Control in an Era of Biological and Chemical Threat (3 credits) CMAN 507**

Undergraduate degree in Biology or its equivalent required. This course provides the conceptual and theoretical basis for understanding microbial pathogenesis and the human response to microbial pathogens and select immune-altering agents (radiological and chemical). Relevant microbial and select environmental threats with high prevalence, morbidity and/or mortality will be considered. Opportunistic and nosocomial infections important to susceptible populations will be highlighted. Emphasis will be placed on understanding the diversity of the human immune response to infectious agents and to host susceptibility/resistance to both microbial pathogens and immune-altering environmental threats.

### **Fiscal Management in Health Care Organizations (3 credits) CMAN 533**

This course allows the graduate student to develop a framework for understanding key issues in financial management in health care from two perspectives. First, the course explores the relationship between the national economic environment and the financial context for current models of health care delivery. Second, the course introduces a variety of fiscal concepts and techniques as applied to nursing and health care

administration such as cost accounting, cost behavior, budgeting, cost benefit/cost effectiveness analysis, cost-volume-profit analysis, forecasting, cost variance analysis, and performance budgeting. Emphasis is placed on the way in which cost data can be used for decision-making and the role of information systems and their relationship to health care administrative practice. Opportunities for application of concepts enable the graduate student to develop a quantitative approach to decision making in health care administration.

### **Management of Professionals in Health Care Organizations (3 credits) CMAN 568**

This course offers students the opportunity to analyze, expand, and synthesize their understanding of technical, human relations, and conceptual skills essential to functioning within the role of manager/administrator in health care settings. Three major facets of the evolving role of manager/administrator, the remediator role, the maintainer role, and the innovator role, are explored in depth. The process and strategies for socialization into the role of manager/administrator in health care are discussed. The health care manager/administrator's commitment to providing an environment conducive to professional practice, as well as commitment to continued personal and professional growth, is stressed. This course is ideal for nurses, physicians, dentists, business majors, and others with an interest in managing professionals in health care settings.

### **Information Systems for Health Care Management (3 credits) GNUR 486**

This course presents an overview of nursing informatics, information science theory, and an introduction to information systems used in health care settings. Computer-based programs used to assist the health care manager with patient care decisions as well as strategic planning, operations, and knowledge development are described. Clinical, administrative, financial, decision support, and expert systems, as well as integrated hospital information systems, are introduced. The present and future role of the computer-based patient record, standardized nursing languages, and electronic networks in health care are discussed. Selected microcomputer software applications are available for student, self-paced learning in the laboratory. Emphasis is placed on the evaluation, analysis, and use of existing programs and systems. Legal, ethical, and security issues in the use of automated information for health care are stressed throughout the course.

### **Child/Family Health (3 credits) MCN 401**

Using a developmental framework, this course examines the health promotion component of the primary health care needs of children, from birth through adolescence, within their families. Focus includes normal growth and development, genetics, health maintenance and promotion of wellness in children, and family development. The course fosters the development of an in-depth knowledge base necessary for the provision of primary care to all families, including the medically underserved children living in urban areas. The theoretical and clinical bases for nurse practitioner management of essentially well children who are experiencing selected

minor health problems are explored. Interventions necessary to assist children and families in achieving an optimal level of wellness are identified.

LAW denotes courses offered through the Law School:

**Introduction to Health Law and Policy (3 credits) LAW 902**

This course is designed to expose students to the legal issues that arise from the relationship between and among patients and health care providers. Areas of focus include conflicts between cost effective and high-quality health care, access to care, individual and institutional liability, public and private regulation, accreditation and licensure, hospital/medical staff relationships, patient rights, with a special focus on informed consent, and other legal issues in the acute care setting. Students may use this course to substitute for MPBH 420 (Public Health Law: Theories & Cases).

**Health Care Business and Finance (2 credits) LAW 903**

This course is designed to establish a foundation of the key business and financial characteristics of the healthcare industry—especially the provider and payment sectors—for students who may have little financial background or education. Considerable focus is placed upon definition, history, and methods by which providers of health care services are reimbursed by third parties.

**Health Care Regulation and Policy (2 credits) LAW 904**

The role of the legislative branch of government in health care is explored through a review of major government health programs and policies. Students will learn how health policy gets formulated, evaluated, and assessed prior to being voted into law and will then explore the process of new policy implementation. Issues to be explored will be drawn from the wide array of health matters in which governments are involved.

**Health Care Risk Management (2 credits) LAW 909**

Students utilize case studies for learning and applying knowledge related to the key roles and responsibilities of the health care risk manager. Through the readings and case study analysis students will learn to identify legal, ethical, administrative, and risk management issues and to reach resolutions for the problems presented. They will also understand how principles of risk management have changed since the 1998 IOM Report which called for increased focus on systemic failures and moving away from a culture of blame and shame.

**Health Care Compliance (2 credits) LAW 910** This course is designed to expose students to key legal concepts in the health care corporate compliance field, which may be broadly defined as the application of internal corporate initiatives to ensure compliance with applicable federal and state laws and regulations. Emphasis will be placed on Anti-kickback Statute, the Stark law, the False Claims Act and its whistleblower provisions. Readings will derive from various sources: case law, legislation, regulations, government reports and legal articles. Underlying course themes will include how to structure an effective compliance program and the role of government enforcement arms in controlling health care.

**Quality and Informatics (2 credits) Law 915**

This course focuses on the legal issues encountered in the creation and operation of electronic interfaces between patients and the health care system and in the variety of ways in which healthcare data is being utilized to support and enhance patient care, document medical encounters, and serve as a comparative marker of provider quality. Topics covered include statutory and case law applicable to medical records and the developing regulatory infrastructure for such records. Students will learn about the use of electronic data in medical practice, institutional health care information systems and inter-institutional record systems and the risks, benefits, and challenges of integrating electronic medical records.

**Public Health and the Law (2 credits) LAW 917**

This course explores the role of law and government regulation around public health. The public health process (measurement, problem definition, strategy, design, implementation, and evaluation) is explored in reference to current issues that are both timely and expositive of the ways in which law and regulation shape public health practice on the state and federal level. Topical areas for analysis and discussion are drawn from the primary environments of public health, biological, physical, social, individual behavior, and national/international health systems. Students are required to work on group projects and are required to write a research paper. Students may use this course to substitute for MPBH 420 (Public Health Law: Theories & Cases).

**Health Care Privacy Law and HIPAA (2 credits) LAW 918**

Students will gain an understanding of the legal basis for privacy of health and other personal information. They will review statutory and regulatory frameworks for the privacy of health information; examine developing case law; and survey emerging issues in health information privacy. The course offers a practical approach to understanding the privacy and security requirements under the Administrative Simplification Title of the Health Insurance Portability and Accountability Act of 1996.

**Healthcare Informatics (2 credits) LAW 923**

Students explore the complex legal issues encountered in the creation and operation of electronic interfaces between patients and the health care system and in the variety of ways in which healthcare data is being utilized to support and enhance patient care, document medical encounters for billing purposes and serve as a comparative marker of provider quality. Legal and regulatory issues impacting electronic health records will be discussed. The use of electronic data in medical practice, institutional health care information systems and inter-institutional record systems will be explored, and students will gain an understanding of the many risks, benefits and challenges that might be achieved through standardizing and making fully electronic a patient's health record.



*BMSC/SOC/UNIV denotes courses offered through the College of Arts and Sciences*

**Introduction to Geographic Information Systems (3 credits) ENVS 480**

Geographic Information Systems (GIS) can be thought of as a system—it digitally creates and "manipulates" spatial areas that may be jurisdictional, purpose or application-oriented for which a specific GIS is developed-e.g., communities or states. GIS describes any information system that integrates, stores, edits, analyzes, shares, and displays geographic information for informing decision making including public health problems. This course will teach students GIS applications that allow users to create interactive queries (user-created searches), analyze spatial information, edit data, maps, and map diseases.