



**PARKINSON**  
SCHOOL of HEALTH SCIENCES  
AND PUBLIC HEALTH

# Master of Public Health Program Loyola University

Fall 2022

August 29th - December 17th, 2022

Please review the stages of the Technology Roadmap before you begin your coursework

<http://www.luc.edu/technologyroadmap/gradnew/>

Access to online courses through SAKAI (UVID ID/ password)

<https://sakai.luc.edu/>

<http://luc.edu/itrs/sakai/sakai-student-tutorials.shtml>

Important sites to visit

<https://www.luc.edu/itrs/teach-tech.shtml>

<https://www.luc.edu/itrs/teachingwithtechnology/zoom/#d.en.423772>

E-books at Health Sciences library

<http://library.luhs.org/hslibrary/e-resources/PublicHealth.html>

Please contact the MPH Program Coordinator, Daphney Colinet ([dcolinet@luc.edu](mailto:dcolinet@luc.edu)), to enroll in SOWK, BEHL, CMAN, LAW, and ENV5 courses.

## Core courses

**MPBH 400 Determinants of Population Health** Class #3795; 3 credits; online with synchronous sessions Tuesdays 6:00 – 7:30pm; Justin Harbison, PhD & Susan Cahn, DrPH

*The late epidemiologist Geoffrey Rose distinguished public health from medicine in the following way: medicine asks: “why is 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, beginning with Rose’s classic paper. We will return to the paper at the end of the course. A major focus of the course is understanding the fundamentals of health disparities and how they are produced and reproduced, and how simple solutions to our most pressing public health problems are unlikely to succeed.*

**MPBH 402 Public Health Practice and Management**

Class #2092; 3 credits; online Ruth Kafensztok, DrPH

*This course will provide an introduction to public health practices and cover management basics as applied to the public health field. The topics covered in the course will be examined through the lenses of prevention, social justice and the role of governmental public health. In Part I of the course, we will study 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. In Part II, we will cover management principles and functions such as planning, organizing, controlling and leading. We will apply these concepts to the administration of public health organizations.*

## ***MPBH 403 Introduction to Epidemiology***

**MPBH 403-001** Class #2252; 3 credits; Online with synchronous sessions Mondays 5:00 -6:20pm; TBA

**MPBH 403-002** Class #4254; 3 credits; Blended with synchronous sessions: Students will be taught through web-based learning activities (45%) and face-to-face (in-class) work (55%) at the Health Sciences Campus, CTRE bldg. room 152B, Mondays 5:00 – 6:20pm; Abigail Silva, PhD

*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 requirement:**

We highly encourage students to start studies with Biostatistics courses! We are offering two Biostatistics courses to satisfy Biostatistics core requirement based on program and track: MPBH 404 online and MPBH 409 traditional:

### **MPBH 404 Online Biostatistics for Health and Biological Sciences**

Class #2093; 3 credits; Online; James Sinacore, PhD

*Introductory course allows students to utilize Systat 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.*

### **MPBH 407 Public Health Policy: Concepts and Practice**

Class #3165; 3 credits; online with synchronous sessions Wednesdays 5:15-7:30pm; Lindsey Buchholz, JD, MPH

*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 policy-making. 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.*

### **MPBH 409 Biostatistics I**

Class #2555; 3 credits; Traditional classroom on Wednesdays 6:00 – 9:00pm at the Health Sciences Campus, CTRE bldg. room 152B; TBD

*Introductory course allows students to utilize STATA (MPBH 409) or Systat (MPBH 404) 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.*

**MPBH 499 Public Health in Action**

Class #4165; 3 credits; online with synchronous sessions Mondays 5:00 – 6:30pm;  
Holly Mattix-Kramer, MD, MPH

**Enrollment Conditions:** Graduate standing in the MPH Program and graduating in the current or following semester, or permission of instructor. Students should have completed at least 18 credit hours of coursework, including all other core courses. MD/MPH students may take this course in the spring of their first year in the program.

Please contact Daphney Colinet at [dcolinet@luc.edu](mailto:dcolinet@luc.edu) for enroll.

*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.*

## Epidemiology Track-specific Courses

**MPBH 412 Introduction to Statistical Computing for Public Health Research**

Class #3512; 2 credits

Traditional classroom on Mondays 6:30 - 7:30pm, Health Sciences Campus, CTRE bldg. room 152B (Lectures); Abigail Silva, PhD, MPH

*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.*

**Prerequisites:** This course is designed for students who have taken or are taking Introduction to Epidemiology (MPBH 403) and Biostatistics I (MPBH 404 or 409).

**MPBH 413 The Epidemiology of Obesity: An Energy Balance Perspective**

Class #4166 3 credits; Online/asynchronous; TBD

*This course will cover the current worldwide 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.*

**Prerequisites:** MPBH 403 or department consent

### **MPBH 431 Grant Writing**

Class #2931; 3 credits

Traditional classroom on Thursdays 6:00 – 8:00pm at the Health Sciences Campus, CTRE bldg. room 152A; Amy Luke, PhD

*This course will provide an overview of the National Institutes of Health (NIH) extramural funding process, with some additional information on funding opportunities outside the NIH. Students will learn the key components of successful grants, as well as some of the 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.*

### **MPBH 434 Systematic Review and Meta-Analysis**

Class #6888; 3 credits

Online with synchronous sessions Fridays 4:30 – 7:00pm;  
Bamidele Tayo, PhD & Nallely Mora, MD, MPH, PMP

*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 clinic contexts. The course is designed to highlight rigorous systematic review methods while students complete a systematic review on a topic of their choice. Topics will include searching for potentially relevant articles, selecting primary studies using explicit, reproducible criteria, appraisal of study architecture, quantitative data synthesis and interpretation.*

**Prerequisites:** MPBH 403 Introduction to Epidemiology & MPBH 409 Biostatistics I or department consent

## **Public Health Policy and Management Track-specific Courses**

### **MPBH 416 Health Services Research Methods**

Class #2933; 3 credits; Online with synchronous sessions Thursdays 5:15 – 7:30pm;  
Talar Markossian, PhD

*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.*

*Outcomes: Determine health services research's scope. Formulate questions and develop studies using primary data collection approach that are timely and relevant to contemporary organization, financing, and delivery of U.S. public health.*

### **MPBH 422 Population Health Planning and Management**

Class #4437; 3 credits

Online with synchronous sessions Tuesdays 6:00 – 8:00pm; TBD

*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.*

### **MPBH 424 Health Economics and Healthcare Financing**

Class #3197; 3 credits

Online/asynchronous; Kevin Stroupe, PhD

*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.*

## **Global Health Track-specific Courses**

### **MPBH 414 Introduction to Global Health**

Class #3467; 3 credits Class/Online (HyFlex) with synchronous sessions Thursdays 4:30 – 6:00pm; Justin Harbison, PhD

*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.*

**Prerequisite:** Completed or concurrent enrollment in Introductory Biostatistics course (MPBH 404 or MPBH 409). This course is suitable for MPH and graduate students in Nursing, Dietetics, Social work and Sociology.

### **MPBH 422 Population Health Planning and Management**

Class #4437; 3 credits

Online with synchronous sessions Tuesdays 6:00 – 8:00pm; TBD

*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.*

### **MPBH 431 Grant Writing**

Class #2931; 3 credits

Traditional classroom on Thursdays 6:00 – 8:00pm at the Health Sciences Campus, CTRE bldg. room 152A; Amy Luke, PhD

*This course will provide an overview of the National Institutes of Health (NIH) extramural funding process, with some additional information on funding opportunities outside the NIH. Students will learn the key components of successful grants, as well as some of the 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.

## Track Selective Courses & MPBH Electives

### **MPBH 413 The Epidemiology of Obesity: An Energy Balance Perspective**

Class #4166 3 credits; Online/asynchronous; TBD

*This course will cover the current worldwide 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.*

**Prerequisites:** MPBH 403 or department consent

### **MPBH 414 Introduction to Global Health**

Class #3467; 3 credits In-person/Online (HyFlex) with synchronous sessions Thursdays 4:30 – 6:00pm; Justin Harbison, PhD

*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.*

### **MPBH 495-1 Independent Study**

Class #3799; 3 credits; Online; TBD

### **BEHL 402 Justice and Healthcare**

Class # 1439 and 2101; 3 credits; Online through the Bioethics Institute  
Policy/Management track recommended course

*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 with regard to health care. We will examine prevailing theoretical frameworks and examine how justice is played out in various health care systems.*

### **BEHL 405 Research and Ethics**

Class #3153; 3 credits; Online through the Bioethics Institute

*This interactive seminar will explore the responsible conduct of science with a focus on ethical issues in clinical research involving human participants. We will review federal research policies related to investigator responsibilities and institutional review board (IRB) function. Students will become familiar with the history, terminology, and resources of research ethics as well as key debates that have occurred/are occurring in the research ethics literature. Material covered in this course will be relevant for clinical investigators, IRB members, and ethicists.*

### **BEHL 411 Public Health Ethics**

Class #1706; 3 credits; Online through the Bioethics Institute  
Policy/Management track recommended course

*The course introduces current ethical issues in public health research, practice, and policy. We will use public health frameworks and approaches to explore prevention, social justice, and health equity, including food environments, international public health, community-based participatory approaches and health care reform. At the end of the course you will be familiar with key readings, ethical frameworks, and practical tools for assessing public health challenges.*

### **ENVS 480 Introduction to Geographic Information Systems**

Class #6077; 3 credits; traditional classroom; 12:20PM; Yanning Wei

*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.*

## **MPH graduation requirement**

**Students must complete [CITI training](#) prior to enrolling in the practicum or capstone.**

### **MPBH 410 - MPH PRACTICUM**

Class # 3026; 1credit

Please contact Dr. Justin Harbison ([jharbison@luc.edu](mailto:jharbison@luc.edu)) for permission to enroll. You will need to provide a completed Applied Practice Experience Proposal, and your site must have a completed affiliation agreement prior to the semester in which you plan to enroll and must be in the process of completing 21 credit hours, including at least four MPH core courses.

*All MPH students are required to complete 1 credit hour of 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 a public health-related program, company, or agency to satisfy the practicum requirement. **Advance planning for site identification and practicum paperwork is required. Students should plan their MPH practicum at least a semester before the semester they hope to start.***

**ENROLLMENT IN MPBH 410 REQUIRES PRACTICUM SITE IDENTIFICATION AND COMPLETION OF PAPERWORK PRIOR TO ENROLLMENT. PLEASE, CONTACT Dr. JUSTIN HARBISON ([jharbison@luc.edu](mailto:jharbison@luc.edu)) IF YOU PLAN TO ENROLL FOR PRACTICUM.**

**MPBH 411 - PUBLIC HEALTH CAPSTONE - 2 credits;** students are required to split the credits over their last two semesters and register for 1 credit each semester.

- **MPBH 411-001** Epidemiology track capstone; Class/Online (HyFlex) #2253; Abigail Silva, PhD
- **MPBH 411-002** Policy & Management track capstone; Class/Online (HyFlex) #2556; Talar Markossian, PhD
- **MPBH 411-003** Global Health Equity track capstone; Class/Online (HyFlex) #3801; Amy Luke, PhD
- **MPBH 411-004** Clinical Research Methods and Epidemiology; Class/Online (HyFlex) #6889; Lara Dugas, PhD

*Capstone project are meant to demonstrate the 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.*

**ENROLLMENT IN MPBH 411 REQUIRES APPROVAL FROM TRACK DIRECTORS. PLEASE, EMAIL YOUR TRACK DIRECTOR AND COPY THE MPH PROGRAM COORDINATOR, *Daphney Colinet* at [dcolinet@luc.edu](mailto:dcolinet@luc.edu) TO ENROLL.**

### **Courses offered by the Law School, Nursing School, Bioethics Institute, etc.**

**Please keep in mind that some LAW courses are only 2 credits.**

#### **BEHL 402 Justice and Healthcare**

Class # 1439 and 2101; 3 credits; Online through the Bioethics Institute  
Policy/Management track recommended course

*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 with regard to health care. We will examine prevailing theoretical frameworks and examine how justice is played out in various health care systems.*

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Class #3153; 3 credits; Online through the Bioethics Institute

*This interactive seminar will explore the responsible conduct of science with a focus on ethical issues in clinical research involving human participants. We will review federal research policies related to investigator responsibilities and institutional review board (IRB) function. Students will become familiar with the history, terminology, and resources of research ethics as well as key debates that have occurred/are occurring in the research ethics literature. Material covered in this course will be relevant for clinical investigators, IRB members, and ethicists.*

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Class #1706; 3 credits; Online through the Bioethics Institute  
Policy/Management track recommended course

*The course introduces current ethical issues in public health research, practice, and policy. We will use public health frameworks and approaches to explore prevention, social justice, and health equity, including food environments, international public health, community-based participatory approaches and health care reform. At the end of the course, you will be familiar with key readings, ethical frameworks, and practical tools for assessing public health challenges.*

#### **CMAN 403 Health Care Delivery and Organization**

Class #4235, 3 credits; Online

*This course provides a foundation for understanding the contribution of formal US healthcare services to the nation's health. Content includes how the healthcare system is structured, how care is organized, delivered, financed and regulated. Major challenges that impact healthcare cost, quality and access are examined with underpinnings of social justice and impact on communities served. Emphasis is placed on quality, patient safety and information technology as center pieces of the modern health care environment.*



**CMAN 430 Leadership and Administration in Health Care**

Class #4151, 3 credits; Online

*This course focuses on the integration of core knowledge in leadership, administration, human resources and communication in health care organizations. Special emphasis is placed on leadership styles, the roles of the leader, human resources management and communication. The course is designed to provide the student with knowledge to practice the leadership skills necessary to positively impact healthcare systems.*

**SOCL 580 Sem: Issues in Medical Soc**

Class #5899; 3 credits; In-person

*This course explores a specialized topic in the sociology of health and medicine.*

**Outcome:** *Ability to analyze individual, social and institutional effects on health and medicine.*

**SOWK 500 Life Span Development, Human Behavior, Trauma & Theory**

3 credits; multiple sections taught online and in-person (WCT); TBA

*This course will consider bio-psycho-social-spiritual theories across the life-course, with a focus on trauma and resilience and an understanding of the role of neuroscience in development.*

*Outcomes: 1) Understand the critical impact of the bio-psycho-social-spiritual perspective on the social work profession, 2) identify the role trauma and resilience have in human development and behavior.*

**SOWK 602 Health Policy and Health Systems**

Class #1739 or 2897, 3 credits; Class/Online

*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).*

**SOWK 663 - Women in a Global Context**

Class #2236, 3 credits; Online

*This course will cover curriculum tailored to understanding women and their institutions and their representations in media including migration in a global context. The course will be structured in a seminar and a hybrid format and will be open to both graduate and undergraduate students.*

**SOWK 732 - Migration, Social Justice, and Human Rights**

Class #1813, 3 credits; Online

*This course offers an exploration into some of the social justice concerns associated with contemporary migration and addresses distinct theories. The conditions that fuel migration issues and marginalize many migrants once in the U.S., raise a number of social, economic, and cultural challenges, and a myriad of ethical dilemmas.*

**Additional SOWK 600+ level courses may be an option for MPH electives. If you are interested in learning more, please contact Dr. Kafensztok.**

**The School of Law online graduate courses will be posted via the LOCUS Course Catalog for the Fall 2022 term.**