Graduate Student Handbook
for the Master of Public Health Program

Loyola University Chicago

Health Sciences Campus

2020 Edition

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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 Loyola to pursue your graduate degree. This handbook contains the policies and information you will need to guide you through the program, from orientation through graduation, and will be especially helpful as you put together your course work and choose Applied Practice Experience and capstone projects. Please familiarize yourself with the contents to serve as a reference and guideline in your progress toward your MPH degree.

PURPOSE OF THE HANDBOOK

This handbook contains information pertaining to academic requirements, Parkinson Graduate Programs policies, facilities and activities. The information presented here supplements that found in the Loyola University Chicago Graduate School and Parkinson Handbooks. For up to date information on courses, please consult our website https://www.luc.edu/parkinson/.

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

Inspired by Loyola’s Jesuit tradition of justice and freedom of inquiry, the MPH program is designed to prepare the student to advance the quality and accessibility of health care by bridging service gaps that exist along racial and economic lines. Our goal is to create leaders in order to meet these challenges 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 Institute 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**

The Master of Public Health Program is committed to social justice and prepares leaders to improve health for all through collaborative community-engaged education, ethical practice, research, and service.

**Vision**

Recognizing that all public health programs seek to address the health of communities through instruction, research, and community service, the Loyola Master of Public Health Program adopts a broad strategy of educational, research, and service-oriented initiatives to fulfill its mission. We envision a program that possesses the following characteristics that differentiate and add benefit to society:

- **A Transformative Education**: Provide a practice-oriented and population-centered education in which the student seeks out a personal connection with those affected by health disparities or injustice, reflects on that experience, and is transformed by it.
- **Global Involvement**: Engage globally – Maywood, Chicago, United States, and international – while maintaining a focus on the Maywood community.
- **Community Partnership**: Leverage our strengths and maintain consistency by partnering with local community organizations, especially Jesuit partners.
- **Systemic Change**: Address the systemic causes of health care disparities while serving those in need.
- **Tailored learning**: Tailor instruction to the learning needs of the individual student and to the needs of the profession.
- **Sustainable Solutions**: Identify the underlying causes and address the systems that contribute to health disparity.
- **Synergy of Goals**: Integrate instruction, research and service, recognizing that each contributes to the others.
• **Committed Faculty**: Foster an atmosphere to encourage an inspired, collaborative, engaged, and committed faculty.

• **Interdisciplinary Participation**: Engages many disciplines to attain its mission, recognizing that health related problems caused by social injustice are complex and require collaboration among numerous disciplines to address.

## 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:

• **Social justice**: As part of Loyola University Chicago, we seek a socially just world.

• **Collaboration**: We believe that we can best attain our mission by working cooperatively with academic disciplines within Loyola, other academic institutions, and community organizations.

• **Scholarship**: We pursue vigorous formal study and the knowledge gained from it.

• **Critical thinking**: We pursue disciplined intellectual criticism that combines research, knowledge, context, and judgment.

• **Advocacy**: We contribute to public dialogue regarding health and disparities by sharing and communicating the knowledge that we gain from our scholarly pursuits. Advocacy is not intended to be political or partisan.

• **Professionalism and ethical behavior**: We are committed to morally right conduct based upon our Jesuit, Catholic values and the highest values of the profession.

• **Humility**: We humbly serve.

## PROGRAM GOALS AND COMPETENCIES

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

### Program-Wide Foundational Competencies

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
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
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
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
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
21. Perform effectively on interprofessional teams
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: Public Health Policy and Management, Epidemiology, and Global Health Equity. The curriculum consists of 6 core courses (18 credit hours), 5 track specific courses (15 credit hours), and 2 elective courses (6 credit hours). Students must also complete an Applied Practice Experience (1 credit) and capstone project (aka Integrative Learning Experience) (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, however, a waiver may be requested and will usually only be granted if the student has obtained a prior graduate degree (MD, MBA, JD, etc.) or has a sufficient cumulative GPA (3.0 or higher). The GRE requirement is waived for MD/MPH and MSW/MPH students.

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 July 31, 2019) is $135 for the first application, and $50 for each additional application if the
applicant is applying to several schools or programs. Applications are accepted for both the Fall and Spring semesters.

**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) of their transcripts; applicants using the SOPHAS application system may complete the World Education Services (WES) evaluation as a substitution. Applicants must also submit TOEFL or IELTS scores; this requirement is waived for applicants from Canada, Australia, New Zealand, Ireland, or the United Kingdom, or applicants who completed or are completing a bachelor’s or master’s degree at an institution in one of these countries or the United States where English is the language of instruction. A complete list of requirements may be found on Loyola’s international applicant website: http://www.luc.edu/gradschool/admission_international.html.

**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 PHC does not require the GRE.

**Other MPH requirements**

**Professional Development**

Students have access to Loyola’s Career Development Center advisor at one of these events each year. The Career Counselor for Loyola graduate students is Christie Asif. She may be reached at casif@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 practicum experience in research settings will also be required to complete CITI prior to start of their Applied Practice Experience and capstone. 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 6-8 hours to complete the CITI Training. You must enroll in the Loyola University Chicago course and complete all trainings listed as “Active Courses Specific to the Biomedical Sciences Track.” The CITI Training website is: https://www.citiprogram.org/members/index.cfm?pageID=50. Please save the certificate of completion and send it to Briana Lemon at blemmon@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

BS/MPH Advanced Bachelor’s to Master’s in Healthcare Administration and Public Health

RATIONALE
The 5-year HSM/MPH dual-degree program at Loyola University Chicago is designed to prepare public health and healthcare management leaders to understand and respond to health systems issues and thereby improve 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 inequalities 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 (Lake Shore Campus) BS and Public Health Sciences (Health Sciences Campus) MPH programs, both housed in the Parkinson School of Health Sciences. 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 at the private and public levels. 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
will be based on the core curriculum for a MPH degree and the existing Healthcare Administration Program. The foundational public health competencies are covered. This will be an online/face-to-face hybrid program. HCA courses will be taught face-to-face at the Lake Shore Campus and MPH courses will be taught online based from the Maywood Campus.

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

- Apply to the HCA/MPH program in the junior year (see page 25 for admission requirements)
- Be admitted to the HCA/MPH program before fall semester of the senior year
- Complete a total of 9 graduate credit hours during the senior year (MPBH 402 and 407 in the fall semester, and MPBH 401 in the spring semester). Note that dual-degree students will take MPBH 407 Public Health Policy: Concepts & Practice as a replacement for the required undergraduate course HCA 340 Healthcare Policy.
- Enroll in MPH courses during the 15 months following conclusion of the HCA degree

As part of the MPH program standard procedures, all courses in the MPH program must cover material that are directly associated with one or more of the programs competencies outlined below.

**Admission requirements for the HCA/MPH program**

These admissions standards for the HCA/MPH program are consistent with those put forth by the LUC Parkinson School. A student will apply for admission to the program between January 15 and March 15 of his/her junior year by submitting an application through the on-line application system. If an undergraduate has enough credits to graduate in three years, the student must apply between January 15 and March 15 of the second undergraduate year. The program will work closely with the Graduate School on issues of timing and structure in these specific cases. The specific 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, two of which must be at the 300 level.*
- Two letters of recommendation (including one from an HCA faculty)
- Statement of Purpose (one-page)
- The GRE requirement is waived

Students will receive conditional admission, pending the review of their grades at the conclusion of the semester of application. Once admitted to the 5-year HCA/MPH program, students will be required to meet the academic standing requirements of the LUC Parkinson School. This includes the achievement of grades B or better for the 9
graduate credit hours to be completed during the senior year. 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 DEGREE: HCA/MPH**
Students will complete the joint degree program in the summer of their fifth year.

**EXAMPLE CURRICULUM FOR THE MPH REQUIREMENTS:**
The following is an example curriculum. Personalization of this example curriculum is allowed. This example curriculum is designed with an MPH in Public Health Policy and Management (Management-oriented sub-track in mind).

**During the fourth (senior) undergraduate year, student take three core courses (online or HSD in Maywood):**
- Environmental Health (3 credits) MPBH 401 (online)
- Public Health Policy: Concepts and Practice (3 credits) MPBH 407 (online) – replaces the HSM 340 course requirement for HSM majors
- Public Health Principles and Practice (3 credits) MPBH 402 (online)

The remaining program requirements are completed online or at HSD in Maywood:
**Summer after senior year:**
- Human Behavior in Social Environment (3 credits) SOWK 500
- Any BEHL Ethics course (eg, Social Science & Bioethics (3 credits) BEHL 407)

**During the fifth year of the program:**
- Introduction to Epidemiology (3 credits) MPBH 403 (online or classroom at HSD)
- Biostatistics for the Biomedical Sciences (3 credits) MPBH 404 (online) or Biostatistics I MPBH 409 (classroom at HSD)
- Policy Analysis (3 credits) MPBH 495 (online)
- Health Services Research I (3 credits) MPBH 495 (online)
- Population Health Planning and Management (3 credits) MPBH 495
- Fiscal Management in Health Care Organizations (3 credits) CMAN 533

**Applied Practice and Culminating Experiences: All students must take the following two courses (3 credits)**
- Culminating Experience—Capstone Seminar (2 credits) MPBH 411
- Applied Practice Experience (1 credit) MPBH 410

**Electives (6 Credits)**
Students must complete at least 6 credits of electives apart from the required core and program specific courses. Students may elect to enroll in courses among, or within, a variety of topical areas, including law, policy, social determinants of health, and research.
BS/MPH Advanced Bachelor’s to Master’s in Environmental Science and Public Health

RATIONALE
The 5-year 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 and 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 Institute for Environmental Sustainability (IES) at the Lake Shore campus in Chicago and the MPH program 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 a 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, students will be expected to take courses during the 15 months following the conclusion of their undergraduate coursework.

ADMISSION REQUIREMENTS FOR THE BS/MPH PROGRAM
These admissions standards for the BS/MPH program are consistent with those put forth by the LUC Parkinson School. A student will apply for admission to the program between January 15 of his/her sophomore year and March 15 of his/her junior year by submitting a transcript, 3 letters of recommendation, and a one-page statement of purpose. The specific 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 % completed courses in the major, three of which must be at the 300 level
- The GRE requirement is waived

International applicants whose native language is not English: Either a TOEFL or IELST score report is required
• For the TOEFL, a score of at least 213 on the computer-based test or 550 on the written test is required. The minimum score for the new TOEFL iBT (internet-based test) is 79
• For the IELTS, a minimum score of 6.5 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 5-year BS/MPH program, students will be required to meet the academic standing requirements of the LUC Graduate School.

EXAMPLE CURRICULUM FOR THE MPH REQUIREMENTS:
The following is an example curriculum. Personalization of this example curriculum is allowed. This example curriculum is designed with an MPH in Epidemiology, although other tracks are allowed.

During the fourth (senior) undergraduate year, student take three core courses (online or at HSD in Maywood):
• Determinants of Population Health (3 credits) MPBH 400 (online)
• Introduction to Epidemiology (3 credits) MPBH 403 (online or classroom)
• Public Health Principles and Practice (3 credits) MPBH 402 (online)
• One of the following electives:
  o Global Health 414 - classroom
  o Health Impact Assessment MPBH 495 - offered online
  o Introduction to Geographic Information Systems UNIV 410 - offered in person
  o Environmental Health MPBH 401?

Following the senior undergraduate year (the 5th year of the dual degree program), students complete the following core courses (online or HSD in Maywood):
• Public Health Policy: Concepts and Practice (3 credits) MPBH 407 (online)
• Biostatistics I (3 credits) MPBH 409 (classroom at HSD in Maywood) - encouraged for epidemiology students; may substitute Biostatistics for the Biomedical Sciences (3 credits) MPBH 404
• Human Behavior in the Social Environment (3 credits) SOWK 500 (online with classroom options at WTC)
or Health Behavior and Health Education (3 credits) MPBH 495 (classroom at HSD in Maywood)
• Public Health Policy: Concepts and Practice (3 credits) MPBH 407 (online)

The following concentration-specific courses are also completed in the 5th year.
The majority of these courses are offered only in-person at the HSD campus in Maywood:
• Epidemiology II - Advanced (3 credits) MPBH 423
• Biostatistics II (3 credits) MPBH 421
• Research Ethics (3 credits) BEHL 405
• Grant writing (3 Credit) MPBH 431
• At least one of the following Research Methods selective courses:
  o Clinical Trials (3 Credit) CRME 423
  o Meta-Analysis (3 credits) CRME 424
  o Epidemiology of Obesity (3 credits) MPBH 413
  o Geographic Information Systems (3 credits) UNIV 410
  o Social Epidemiology (3 credits) MPBH 495
  o Infectious Disease Epidemiology (3 credits) MPBH 495
  o Chronic Disease (3 credits) MPBH 495

Students must complete at least **6 elective credits** apart from the required core and program specific courses. Students may take multiple Research Methods selective courses if they choose.

**Applied Practice and Culminating Experiences (3 credits):**
• Applied Practice Experience (1 credit) MPBH 410
• Capstone (2 credits) MPBH 411

**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.

Having public health degree can further educate you about 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 disease and how to combat them on a larger scale—think vaccines, tobacco regulations, and pollution standards.

Loyola University Chicago can help you become this sought-after physician with deep insights into medicine and public health. While you complete your MD degree at Loyola’s Stritch School of Medicine, you can earn an MPH as well within five years.

**Program Distinctions**
• **Complete full degree 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 (focus on either policy or management), 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, and completing the MD/MPH will surround you with a small group of students with the same interests within your medical school class community.

**Program Structure**

- Start your MPH in summer 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 Applied Practice Experience (210-hour experience in public health). Some students can complete this during the spring semester of the M0 year.

**Expectations After Graduation**

You'll join a growing network of physicians who are committed to leading change that fundamentally improves how healthcare is delivered in this country. Armed with medical and public health knowledge, you 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)
- Statement of Purpose for the Masters in Public Health Program
- Submission of official undergraduate transcripts to LUC’s GPEM office
• Letter of Support from Stritch Dean’s Office
• No GRE required
• Application deadlines:
  o M0 Start (before the first year of medical school) – April 30

Admission to this program is competitive and limited to 10 students per academic year.
PUBLIC HEALTH POLICY AND MANAGEMENT TRACK DESCRIPTION

Curriculum for MPH in Public Health Policy and Management

The Master of Public Health Policy and Management degree is a 42 credit hour program. This track includes a broad array of course offerings that allows students to customize their academic focus on either Public Health Policy or 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 Applied Practice Experience (1 credit) and capstone project (2 credits).

The Applied Practice Experience is usually an 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 Capstone project is 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 Applied Practice Experience which may be completed in a practice site local to the student 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, distance learning students must choose alternative electives. The Integrative Learning Experience (capstone project) can also be completed remotely.
PROGRAM AT A GLANCE

### Core courses (18 credits)
- Determinants of Health (3 credits) MPBH 400
- Public Health Practice and Management (3 credits) MPBH 402
- Introduction to Epidemiology (3 credits) MPBH 403
- Biostatistics for Health and Biological Sciences (3 credits) MPBH 404 or Biostatistics I (3 credits) MPBH 409
- Public Health Policy: Concepts and Practice (3 credits) MPBH 407
- Public Health in Action (3 credits) MPBH 499

### Public Health Policy and Management Track-Specific Courses (15 credits): Five 3 credit hour courses
- Policy Analysis (3 credits) MPBH 495
- Health Services Research Methods (3 credits) MPBH 416
- Public Health Ethics BEHL 411 or other selected BEHL courses (3 credits)

**Track Electives:**

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<tr>
<th>Policy-oriented</th>
<th>Management-oriented</th>
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<tbody>
<tr>
<td>Public Health Law: Theories and Cases (3 credits) MPBH 420</td>
<td>Population Health Planning and Management (3 credits) MPBH 495 or Health Program Planning and Evaluation (3 credits) CMAN 434</td>
</tr>
<tr>
<td>Health Economics and Healthcare Financing (3 credits) MPBH 424</td>
<td>Fiscal Management in Health Care Organizations (3 credits) CMAN 533</td>
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- Students must complete at least **6 elective credits**
- Applied Practice Experience MPBH 410 (1 credit)
- Capstone MPBH 411-2 (2 credits)

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) hybrid
- 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 495 (3 credits) online
- Chronic Diseases 495* (3 credits) online
- Critical Thinking in Public Health MPBH 495* (3 credits) online
- Population Health Planning and Management MPBH 495* (3 credits) online
- Health Behavior and Health Education 495* (3 credits) classroom
- Health Impact Assessment MPBH 495* (3 credits) online
- Global Maternal and Child Health MPBH 417* (3 credits) hybrid
- SAS MPBH 495* (2 credits) classroom
- 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
- Geographic Information Systems UNIV 410 (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. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.

2. Describe the legal and ethical bases for public health and health services.

3. Explain methods of ensuring community health safety and preparedness.

4. Discuss the policy process for improving the health status of populations.

5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.

6. Apply principles of strategic planning and marketing to public health.

7. Apply quality and performance improvement concepts to address organizational performance issues.

8. Apply "systems thinking" for resolving organizational problems.

9. Communicate health policy and management issues using appropriate channels and technologies.

10. Demonstrate leadership skills for building partnerships.
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), 5 program specific courses (15 credit hours), 6 elective credits, an Applied Practice Experience (1 credit) and the capstone experience (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 (5pm or later) held once a week at the Maywood campus. 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)
- Determinants of Population Health (3 credits) MPBH 400
- Public Health Practice and Management (3 credits) MPBH 402
- Introduction to Epidemiology (3 credits) MPBH 403
- Biostatistics I (3 credits) MPBH 409
- Public Health Policy: Concepts and Practice (3 credits) MPBH 407
- Public Health in Action (3 credits) MPBH 499

#### Epidemiology Track-Specific Courses (15 credits): Five 3 credit hour courses
- Intermediate Epidemiology (3 credits) MPBH 423
- Biostatistics II (3 credits) MPBH 421
- Grant writing (3 credits) MPBH 431
- Introduction to Statistical Computing for Public Health (2 credits) MPBH 412
- At least one of the following Research Methods track specific courses:
  - Epidemiology of Obesity (3 credits) MPBH 413
  - Introduction to Global Health (3 credits) MPBH 414
  - Clinical Trials (3 credits) MPBH 433
  - Meta-Analysis (3 credits) MPBH 434
  - Geographic Information Systems (3 credits) UNIV 410
  - Social Epidemiology (3 credits) MPBH 495
  - Infectious Diseases Epidemiology (3 credits) MPBH 495

#### Students must complete at least 6 elective credits

- Applied Practice Experience MPBH 410 (1 credit)
- Capstone MPBH 411-1 (2 credits)

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) hybrid
- Health Services Research Methods MPBH 416 (3 credits) online
- Global Maternal and Child Health MPBH 417* (3 credits) hybrid
- 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
• Chronic Disease MPBH 495* (3 credits) online
• Critical Thinking in Public Health MPBH 495* (3 credits) online
• Health Impact Assessment MPBH 495* (3 credits) online
• Health Behavior and Health Education 495* (3 credits) classroom
• Global Maternal and Child Health MPBH 417* (3 credits) hybrid
• Infectious Disease Epidemiology MPBH 495* (3 credits) online
• Population Health Planning and Management MPBH 495* (3 credits) online
• SAS MPBH 495* (2 credits) classroom
• Social Epidemiology MPBH 495* (3 credits) classroom
• Geographic Information Systems UNIV 410 (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. Identify the principles behind public health screening and the uses and limitation of surveillance data.
2. Relate social structure and contextual conditions to the health and disease using population-based approaches and systems thinking.
3. Develop and test hypotheses through appropriate study design and analytical approaches.
4. Identify large, representative data sets for secondary data analysis and apply appropriate statistical approaches to account for study design.
5. Identify sources of random variation and systematic bias in data and calculate basic measures of association, e.g., odds ratio, hazard ratio, relative risk, assess effect modification and control for confounding.
6. Estimate population characteristics through construction of confidence intervals for prevalence, incidence, risk and measures of association.
7. Perform multiple linear regression and logistic regression, power calculations and sample size estimates, and explain the basics of survival analysis.
8. Use computer software for basic data management and employ graphical and numerical techniques as analytical tools, e.g., to identify outliers in data.
9. Critically evaluate epidemiological report and research publications and effectively communicate epidemiologic information to both lay and professional audiences.
GLOBAL HEALTH EQUITY TRACK DESCRIPTION

Curriculum for MPH in Global Health Equity

The Master of Public Global Health Equity degree 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 individuals and for 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 Applied Practice Experience (1 credit) and capstone project (2 credits).

The Applied Practice Experience is usually an 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 Capstone project is 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. 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, distance learning students must choose alternative electives. The Applied Practice Experience and culminating experience can also be completed remotely.
## PROGRAM AT A GLANCE

### Core courses (18 credits)

- Determinants of Health (3 credits) MPBH 400
- Public Health Practice and Management (3 credits) MPBH 402
- Introduction to Epidemiology (3 credits) MPBH 403
- Biostatistics I (3 credits) MPBH 409 or Biostatistics for Health and Biological Sciences (3 credits) MPBH 404
- Public Health Policy: Concepts and Practice (3 credits) MPBH 407
- Public Health in Action (3 credits) MPBH 499

### Global Health Equity Track-Specific Courses (15 credits): Five 3 credit hour courses

- Introduction to Global Health (3 credits) MPBH 414
- Population Health Planning and Management (3 credits) MPBH 495
- Research Ethics BEHL (3 credits) 405 or Public Health Ethics (3 credits) BEHL 411
- Grant writing MPBH (3 credits) 431
- Global Maternal and Child Health (3 credits) MPBH 417

Students must complete at least 6 elective credits

- Applied Practice Experience MPBH 410 (1 credit)
- Capstone MPBH 411-1 (2 credits)

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 495* (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 Epi MPBH 495 (3 credits) online
- Justice and Health Care BEHL 402 (3 credits) online
- Geographic Information Systems UNIV 410 (3 credits) classroom
• Health Policy and Healthcare Delivery CMAN 435 (3 credits) online
• *Essential Topics in Global Health* *new course* incorporating professional sessions offered through the Center for Community and Global Health
• *Migration and Social Justice* *new course*
• *Global Bioethics BEHL 491 (3 Credits)* *new course*: 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.
4. Develop strategies to address health equity and social justice challenges in local and global settings.
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 (Applied 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 with others.

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 APE coordinator 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 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
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 time period, students should register for the APE during a semester when they plan to complete the 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, of which at least three must be program-wide competencies.

Learning Objectives:
Overall learning objectives for the APE are based on the Council on Education for Public Health foundational learning objectives regarding the profession and science of public health:
- Explain public health history, philosophy and values
- Identify the core functions of public health and the 10 Essential Services
- Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health
- List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
- Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion and screening
- Explain the critical importance of evidence in advancing public health knowledge
- APE learning objectives outlined by the student and approved by the mentor (see below)

Student’s Expected Learning Objectives:
The student will create a set of learning objectives (at least 4 learning objectives and no more than 8) specific to their APE experience. Learning objectives should support the interests of agency site supervisors and faculty, in addition to those of the student. The objectives should also help quantify and evaluate the desired outcomes for the student (knowledge and skills gained). The learning objectives should be:
Clear and specific statements about the student’s expected competencies in knowledge, programming, or research skills, and changes in attitudes or beliefs about a particular public health problem.

Statements that will help guide the student’s assessment of the experience, in addition to helping the faculty advisor and the agency site supervisor improve the APE experience.

Specific expected outcomes quantifying gained knowledge or skills through the APE experience including understanding the role the agency, community, and/or organization has in public health services and/or research.

**Grading:**
The Applied Practice Experience is graded on a Pass/No Pass basis.

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

- Create a resume and upload it to Sakai
- Meet with the APE Coordinator, Briana Lemon, 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 the APE Coordinator for approval prior to beginning work at a site and enrollment in the APE.
- APE Coordinator discusses the student’s responsibilities and activities and duration of the APE with the site supervisor and approves the APE agreement.
- Student completes and submits all required paperwork, including a 5-7-page self-evaluation of the APE experience (see the following).
  - Site supervisors are also asked to complete a mid-point evaluation and final evaluation of the student to be sent to the APE coordinator.
- Students identify and create deliverables that are created during the process of the APE and connect to the competencies 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.
- Deliverables are uploaded in the course section in Sakai.
Written Self-Evaluation of Applied Practice Experience
The evaluation should be 5-7 pages (not including references or appendices) in length, double spaced with 12 font size. The evaluation will first provide 1 to 1.5 pages of background information about the APE site including the mission and structure of the organization along with service and programs provided to the community. Next the student will outline the APE learning objectives and competencies. Under each student created learning objective and competency, the student will provide several paragraphs which describe how and why that particular objective and competency was or was not met, and what skills and knowledge in public health were advanced for the student through the activities outlined under that particular objective and competency. The student should indicate both expected and unexpected accomplishments and also provide recommendations for improvement of the APE. Appendices may be added when appropriate, and are not included in the page count.

Waiver
Because the Applied Practice Experience is a way for students to become exposed to new experiences and make new professional connections, students may not seek a waiver for their APE work.

Applied Practice Experience Grievance Policy
1. Students of the Loyola University Chicago MPH program shall have the right to seek redress in the form of corrective actions to ensure the effective execution of their responsibilities and those of the faculty advisor.
2. The procedures set forth herein are established with the intention of providing for, and encouraging, equitable settlement of grievances.

Right, duties, and responsibilities of the Applied Practice Experience Faculty Advisor
1. The APE instructor will assure that the student has completed the prerequisite academic work before beginning APE.
2. The APE faculty advisor will be available to the site supervisor and student for consultation. The APE faculty advisor will function as a liaison between the site and the department; however, the site is encouraged to initiate contacts when necessary.
3. The faculty advisor shall determine the appropriateness of a school or agency as a APE site. The department shall determine the appropriateness of the site supervisor.
4. The department may request the termination of a Clinical Experience Site Agreement if the site supervisor does not abide by ethical standards and practices set forth by the Public Health Code of Ethics set forth by the Public Health Leadership Society (PHLC), in conjunction with public health professionals from local and state public health, public health academia, the Centers for Disease Control and Prevention, and the American Public Health Association.
5. The APE instructor shall have the responsibility to terminate any APE Site Agreement where the student’s performance is judged to be unsatisfactory,
insubordinate, unethical, inappropriate, or harmful to clients. Such action would only be taken after consultation with the student and with representatives of the APE site.

6. The department reserves the right to amend, change, or otherwise modify its policies regarding the APE experience from time to time as may be deemed necessary or appropriate.

7. The department may, at its discretion, waive any or all policies on a case-by-case basis when deemed appropriate under exigent circumstances as determined by the Program Director after consultation with the track Director and APE faculty advisor.

The APE grade will reflect the evaluation of both site and university supervisors, with the APE instructor having the final responsibility for grade assignment.

**Right, duties, and responsibilities of the Applied Practice Experience site**

1. The APE site shall screen and select APE students based upon their appropriateness for placement at the organization, and their likelihood of success.

2. The APE site shall provide a site supervisor for the APE who will serve as the primary liaison between the organization and the primary faculty advisor.

3. The site supervisor shall orient the APE student to the policies and procedures of the APE site and oversee the APE student’s compliance with those policies and procedures.

4. The APE site shall provide experience in the delivery of services appropriate to the educational and ability levels of the APE student.

5. The site will provide space, equipment, and supplies as needed by the student to carry out site assignments.

6. The site is responsible for the student’s work under their supervision.

7. The site supervisor shall initiate contact with the primary faculty advisor when there are any questions or concerns regarding the student, expectations, or responsibilities.

8. The APE site may request the termination of a APE Site Agreement when the APE student’s performance is in violation of site policies or procedures, or when the APE student’s performance is judged to be unsatisfactory, insubordinate, unethical, inappropriate, or harmful to the organization’s staff or clients.

9. The APE site agrees to abide by the policies and procedures stated in this manual.

10. The APE site, in its treatment of APE students, shall abide by the ethical standards and practices set forth by the Public Health Code of Ethics set forth by the Public Health Leadership Society (PHLC), in conjunction with public health professionals from local and state public health, public health academia, the Centers for Disease Control and Prevention, and the American Public Health Association.

**Right, duties, and responsibilities of the APE student**

1. The student will view a mandatory APE video orientation, to be provided by the Department.

2. The student shall identify and secure a APE site *before* enrolling in APE, obtain a signed Supervisor Agreement Form and Supervisor Qualification Form and ensure that there is a current Affiliation Agreement Form between the site and the
university. While the department may assist the student, the department is not responsible for placement into a APE site. Students who have not secured a APE site by the start of the semester in which they are enrolled in APE may be dropped from the APE. In addition, all students must return all APE forms by the third week of class or risk being dropped from the class.

3. The student shall arrange a meeting with the primary faculty advisor upon enrolling in the APE to set up a schedule to provide updates, request feedback, or obtain any other assistance from the faculty advisor for the duration of the APE.

4. The student shall at all times conduct his or her behavior in accordance with the policies and procedures of the APE site, and with the ethical standards of the Public Health Code of Ethics set forth by the Public Health Leadership Society (PHLC), in conjunction with public health professionals from local and state public health, public health academia, the Centers for Disease Control and Prevention, and the American Public Health Association.

5. The student shall maintain a work schedule that has been mutually agreed upon by the student and the on-site supervisor. The student will notify the on-site supervisor of any anticipated absence or necessary schedule change.

6. The student is expected to complete at least 210 hours of on-site service.

7. The student shall demonstrate satisfactory knowledge, skills, and attitudes in the applicable competencies identified on the performance evaluation. The student is expected to be introspective, open, and receptive to feedback, and demonstrate flexibility by making appropriate changes in response to feedback.

8. The student shall report any emergency/crisis situations with their site immediately to their site supervisor and to the faculty advisor.

9. The APE student shall keep a weekly log of their tasks and any relevant updates, to be discussed with the faculty advisor. The faculty advisor may request a copy of the log at any time during the APE, at which time the student must provide either a printed or electronic copy.

10. The student shall request, and obtain, a meeting with the faculty advisor to discuss any impediments to completing the APE requirements. If the faculty advisor cannot resolve the issue, (s)he shall bring the issue to the attention of the Program Director who shall meet with the student and faculty advisor to identify and discuss options to assist the student to complete the requirements. In such circumstances, the student shall abide by the recommendations of the Program Director or risk incompletion of the APE requirements.

11. The APE student shall complete all educational plans that may be developed with either their supervisor or the APE instructor.

**Evaluation of Students in APE**

The APE contract is the chief mechanism by which the students, their supervisors and faculty evaluate the performance of students in their APE experience. This form is used by students, their APE instructors, and department faculty to review students’ strengths and continuing learning needs. Students and APE instructors are asked to evaluate each student’s performance in writing at mid-term and again at the end of the semester by completing midterm and final APE evaluation forms. Information is also shared with
the faculty liaison from the department at an agency-based meeting each semester.
The student grade, assigned by the student’s faculty liaison, is based on the agency field instructor’s written midterm and final evaluation of the student, and the onsite conference between the agency supervisor and the faculty liaison. A grade of P (Satisfactory) or NP (Unsatisfactory) will be given.
CAPSTONE (CULMINATING EXPERIENCE) 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 Capstone through 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 capstone project 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 and 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 and 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.

Public Health Core Competencies
All public health competencies may be applied to the Capstone project. At a minimum, three of the following twenty-two Core Competencies should be addressed:
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

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

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

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

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

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

21. Perform effectively on interprofessional teams

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. Identify the principles behind public health screening and the uses and limitation of surveillance data.
2. Relate social structure and contextual conditions to the health and disease using population-based approaches and systems thinking.
3. Develop hypotheses and test them through appropriate study design and analytical approaches.
4. Identify large, representative data sets for secondary data analysis and apply appropriate statistical approaches to account for study design.
5. Identify sources of random variation and systematic bias in data and calculate basic measures of association, e.g., odds ratio, hazard ratio, relative risk, assess effect modification and control for confounding.
6. Estimate population characteristics through construction of confidence intervals for prevalence, incidence, risk and measures of association.
7. Perform multiple linear regression and logistic regression, power calculations and sample size estimates, and explain the basics of survival analysis.
8. Use computer software for basic data management and employ graphical and numerical techniques as analytical tools, e.g., to identify outliers in data.

Public Health Policy & Management Track Competencies:
1. Identify the main components and issues of the organization, financing and delivery of health services and public health systems in the US.
2. Describe the legal and ethical bases for public health and health services.
3. Explain methods of ensuring community health safety and preparedness.
4. Discuss the policy process for improving the health status of populations.
5. Apply the principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives.
6. Apply principles of strategic planning and marketing to public health.
7. Apply quality and performance improvement concepts to address organizational performance issues.
8. Apply "systems thinking" for resolving organizational problems.
9. Communicate health policy and management issues using appropriate channels and technologies.
10. Demonstrate leadership skills for building partnerships.

**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.
4. Develop strategies to address health equity and social justice challenges in local and global settings.

**Capstone Project (aka Integrative Learning Experience) Description**
The goal of the MPH 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 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](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, 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 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 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 program specific classes in the semesters in which they register for the capstone project. Students must also have completed CITI training (page 6) 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 of 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, and (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 and, (2) a 15-minute presentation (approved by the mentor prior to presentation) to MPH faculty. See Appendix B (p.66) for the Capstone Evaluation Form.
MPH 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](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx) or

   AMA - [https://www.amamanualofstyle.com/](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.
MPH Capstone

Written Assignment Guidelines for Public Health Policy and Management Track

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, 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 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) a public health policy analysis based on original research (Option A), (2) a program assessment or evaluation possibly associated to student’s field experience acquired from successful completion of the APE (Option B, below), or (3) a program proposal of an intervention, also based on experience gained from the completed APE (Option C, below).

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 - http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx or
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 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
MPH 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 - http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx or
   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) a global health
policy analysis based on original research (Option A), (2) a program assessment or evaluation possibly associated to student's field experience acquired from successful completion of the APE (Option B, below), or (3) a program proposal of an intervention, also based on experience gained from the completed APE (Option C, below).

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. Global Health Policy Brief**

8. 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?

9. Literature Review: A brief review of the relevant literature should be discussed. Complete citations of source materials must be included.

10. Discussion of existing policies and examples of successful and failed policies for a public health issue

11. Discussion of ethical issues and complexities of existing policies and barriers for modifying existing policies or creating new policies

12. Public health impact of existing policies

13. Suggest changes to existing policy to improve public health or reduce cost

14. Impact of existing policies on racial/ethnic and sex disparities in health outcomes

**Option B. Assessment or evaluation project**

2. 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?

3. Literature Review: A brief review of the relevant literature should be discussed. Complete citations of source materials must be included.

4. 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?
5. 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).

6. 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

8. 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?

9. 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?

10. Literature review: Relevant literature should be critically reviewed and discussed. Complete citations or source materials must be included.

11. 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?

12. 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.

13. 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?

14. 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 - http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx or
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.

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 http://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 (8 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. Janet Flores checks expiration dates often and will e-mail you and your advisor. 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. 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.

b. 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

c. 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:
Marian Carlson: phone: 312-915-6217 Email: mcarl@luc.edu
Appendices

- Appendix A: Applied Practice Experience Progress & Evaluation Forms
- Appendix B: Capstone Progress & Evaluation Forms
- Appendix C: Student Life
- Appendix D: Course Descriptions
Appendix A: APPLIED PRACTICE EXPERIENCE FORMS

MPH Applied Practice Experience Proposal

STUDENT NAME:

MPH TRACK CONCENTRATION:

THE PRACTICUM WILL TENTATIVELY COMMENCE ON [Insert start date] AND END ON [Insert end date].

INFORMATION OF AGENCY, FACILITY OR PRACTICE

Name: ____________________________
Address: ____________________________

INFORMATION OF PRECEPTOR AT AGENCY, FACILITY OR PRACTICE

Name: ____________________________
Degrees & Title: ____________________________
Phone number: ____________________________
Email address: ____________________________

CV or resume of preceptor provided with proposal? Yes ☐ No ☐

NATURE AND SCOPE OF THE PROPOSED EXPERIENCE. Use the following prompts to describe the proposed work.

- Description of the agency, facility or practice and its mission (one paragraph):

- Description of the specific subdivision or department within the organization and/or the specific project(s) in which you will be involved (one paragraph):

- Description of what you propose to do for this project (one paragraph):

- Specify arrangements for workspace, access to information, personnel, data, data processing, and other materials necessary for completion of the project.

- Make a clear connection of the proposed work to public health:

- If you are completing this experience within Loyola University Chicago, please indicate the external partners (outside the University) associated with this work and how they are involved:

- If you are completing this experience within your current place of employment, please indicate how the proposed activities differ from your current responsibilities where you are employed:
APPLIED EXPERIENCE OBJECTIVES. Working with your proposed preceptor identify 2 to 4 objectives (things you hope to gain and/or accomplish from this experience).
1. 
2. 
3. 
4. 

IDENTIFY 5 MPH COMPETENCIES THAT WILL BE ADDRESSED IN THE PROPOSED EXPERIENCE. Three of these must be foundational competences. Competencies are found in the MPH student handbook.

Foundational competencies:
1. 
2. 
3. 

Other competencies (foundational or track-specific)
4. 
5. 

Please list 1 deliverable beyond the final reflection that will be produced as part of this experience. Examples of a deliverable can be written assignments, journal entries, completed tests, projects, videos, multi-media presentations, spreadsheets, websites, posters, photos or other digital artifacts of learning:

Are there special permissions (e.g. use sensitive data) or training required?
Yes ☐ No ☐
If yes, please explain:

Will you need IRB approval at the site and/or Loyola University Chicago to complete this experience?
Yes ☐ No ☐
If yes, please explain:

Will part or all of the work generated by this experience be used for the MPH capstone (integrated learning experience)?
Yes ☐ No ☐

Student Responsibilities in carrying out the project:
1. Maintaining a work schedule agreed upon with the site supervisor
2. Completing the specified tasks of the project, including written assignments
3. Meeting with the site supervisor in regularly scheduled supervisory sessions to discuss the progress of the project
4. Maintaining contact with MPH faculty adviser regarding progress of the project, as agreed with the faculty advisor
5. Completing project tasks

**Site Preceptor Responsibilities** in supervising the project:
1. Orienting the student to the agency/organization
2. Assisting the student in gaining access to information, personnel, and data required for the project
3. Providing a final report on the student's performance
4. Meeting with the student in regularly scheduled supervisory sessions

**AGREEMENT**

I have participated in the development of the practicum proposal and agree to conditions specified above. If it is necessary to change any of the specified conditions, I agree to make the changes known to each of the persons whose signatures appear below.

<table>
<thead>
<tr>
<th></th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Site Preceptor</strong></td>
<td></td>
</tr>
<tr>
<td><strong>MPH Track Director</strong></td>
<td></td>
</tr>
</tbody>
</table>

Submit completed form for review to your MPH Track Director prior to obtaining signatures. Copies of signed agreement to student, Track Director, and Practicum Coordinator (Briana Lemon – blemmon@luc.edu).
### Student Monthly Progress Report

Directions: Please complete at the end of each month. Responses must be typed; extra pages should be added as needed.

Name: ___________________________________________  Date submitted: __________________________

<table>
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<th>Dates Worked</th>
<th>Monday Hours Worked</th>
<th>Tuesday Hours Worked</th>
<th>Wednesday Hours Worked</th>
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<th>Friday Hours Worked</th>
<th>Saturday Hours Worked</th>
<th>Sunday Hours Worked</th>
<th>Total Hours for Week</th>
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Total Hours worked for MONTH: ____________________________

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Page 57
### Specific Activities and Applied Experience Objectives:
Please connect the activities you engaged in this month that supported your Applied Experience Objectives listed on your proposal. Add more rows if necessary.

<table>
<thead>
<tr>
<th>List Activities</th>
<th>Objective 1: Please write objective</th>
<th>Objective 2: Please write objective</th>
<th>Objective 3: Please write objective</th>
<th>Objective 4: Please write objective</th>
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### Narrative Reflection:
Describe **SPECIFIC practicum activities** as they relate to **your practicum proposal**, your experiences in general, challenges, successes, and overall impression of the training quality for the month. Please also include a description of any activities that did not relate directly to your practicum proposal and your thought on how they relate to your professional growth. Include reflections on: theory and practice, learning and skills development, professional growth and agency issues. Please also make a note of any variations in your scheduled hours.
**Student Site Evaluation: Final**

(Evaluation of Supervisor/Site)

To manage the quality of the experience of future training placements your candid performance assessment and feedback of your supervisor and site are requested. The document will NOT be shared with the supervisor. You are required to type your responses to this form. Please note, both this form and the Supervisor Practicum Final Evaluation are due by the end of the grading period for the semester in which you will complete your practicum.

Date: _________________

Student Name: _______________________________________________________________

Supervisor Name and Title: ______________________________________________________

Agency Name: _________________________________________________________________

Practicum Start Date: ______________________     Practicum End Date: _______________

Supervisor contact hours per week: _______________

Were you paid as part of the practicum?     YES ___    NO ___

**Please evaluate the Field Supervisor/Site using the following criteria:**

Please enter a number from 0 – 5 in the score column for each row:

0 = Not applicable; 1 = Poor; 2 = Fair; 3 = Average; 4 = Very Good; 5 = Excellent. Please make additional comments when necessary.

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<tr>
<th>Supervisor Skills</th>
<th>Score</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>Expertise</strong></td>
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<tr>
<td>How would you rate your supervisor’s knowledge in his/her technical area of expertise?</td>
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<tr>
<td><strong>Communication</strong></td>
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<tr>
<td>How would you rate your supervisor’s ability to explain your duties and responsibilities and provide clarification?</td>
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<tr>
<td>How would you rate your supervisor’s openness to communicate with you?</td>
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### Supervisor Skills

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<tr>
<th>Skill</th>
<th>Score</th>
<th>Comments</th>
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<tr>
<td>Rapport</td>
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<tr>
<td>How would you rate your supervisor’s ability to develop rapport with you?</td>
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<td>Trust</td>
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<tr>
<td>How would you rate your supervisor’s ability to foster the development of trust in your relationship with him/her?</td>
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<td>Feedback</td>
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<td>How would you rate your supervisor’s ability to provide</td>
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<tr>
<td>Administration and Organizational Skills</td>
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<tr>
<td>How would you rate your supervisor’s ability to effectively manage your practicum experience?</td>
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<tr>
<td>Workload Balance</td>
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<tr>
<td>How would you rate your supervisor’s ability to strike an adequate balance between the tasks associated with the learning agreement and your additional agency/organizational professional development</td>
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### Learning Agreement

Were you able to effectively accomplish your Learning Agreement goals?  □Yes  □No

If not, why?

### Practicum Site

Make a value statement, accompanied with an explanation, about your practicum site on the basis of the following:

1. Your observation of the congruence between the agency’s mission the actual programmatic activities.

2. Your observation and experience with the inherent culture of your site.

3. The quality of your interactions with staff.
4. Your work space and related support.

5. Did your practicum site address any of the following? (Check all that apply).
   - Cultural competencies
   - Age disparities
   - Geographic disparities
   - Gender disparities
   - Racial disparities
   - Socio-economic disparities

6. Did your practicum site specifically focus on underrepresented minorities? (Please specify).

7. Would you recommend this site for future Loyola MPH placements?  ☐ Yes  ☐ No
   Please explain your answer choice:

Additional Comments:

_____________________________  ____________________
Student Signature:             Date:  __________________
Reflection on the Applied Practice Experience

Be sure to address all of the following guidelines

1. The evaluation should be 5-7 pages (not including references or appendices) in length, double spaced with 12 font size.

2. The evaluation will first provide 1 to 1.5 pages of background information about the practicum site including the mission and structure of the organization along with service and programs provided to the community.

3. Next the student will outline the learning objectives that were created prior to the initiation of the practicum as well as the expected MPH competencies to be addressed.

4. Under each student created objective and expected competency, the student will provide a paragraph or two which describe how and why that particular objective or competency was or was not met, and what skills and knowledge in public health were advanced for the student through the activities outlined under that particular objective.

5. The student should indicate both expected and unexpected accomplishments and also provide recommendations for improvement of the practicum.
## Appendix B: CAPSTONE FORMS

### Epidemiology Capstone Progress and Evaluation

<table>
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<tr>
<th>Student name:</th>
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<td>Semester/Year:</td>
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<td>Faculty Mentor:</td>
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<td>Phone number:</td>
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<td>Email address:</td>
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<tr>
<td>Number of credits:</td>
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<tr>
<td>Date written report (2,500 to 4,000 words) successfully completed and submitted:</td>
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<tr>
<td>Date oral report given:</td>
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<tr>
<td>2 oral report evaluations completed (yes/no):</td>
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### Proposed Capstone Approval

**Brief description of proposed capstone:** (about 350 words)

<table>
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<th>Faculty Mentor:</th>
<th>Date:</th>
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LUC MPH Student Handbook
Revised: 5/15/2020
Written Capstone Proposal Approval

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<th>Capstone Title:</th>
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<td>MPH Track Director: Date:</td>
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Final Grade (Pass/Fail)

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<th>Final Grade:</th>
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<td>MPH Track Director: Date:</td>
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Copies of this signed evaluation should be sent out to the:

- Student
- MPH Faculty Advisor
- MPH Program Records

The copy for the MPH Program Records should be accompanied of the following:

- Student’s final written report
- PowerPoint file for the oral presentation
- 2 oral report evaluations completed
### PHPM Capstone Progress and Evaluation

| **Student name:** |  |
| **Semester/Year:** |  |
| **Faculty Mentor:** |  |
| **Phone number:** |  |
| **Email address:** |  |
| **Number of credits:** |  |
| **Date written report (2,500 to 4,000 words) successfully completed and submitted:** |  |
| **Date oral report given:** |  |
| **2 oral report evaluations completed (yes/no):** |  |

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### Proposed Capstone Approval

**Brief description of proposed capstone:** (about 350 words)

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**Faculty Mentor:**  
**Date:**
Written Capstone Proposal Approval

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**Proposed Capstone Approval**

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Appendix C: STUDENT LIFE

Student Health and Counseling Services

Student Health
Student Health services include acute injury and illness evaluation and follow-up, workplace exposure evaluation, TB testing, fit testing, flu shots and Pap smears. Usual in-office diagnostics (urine dip, pregnancy, rapid strep, etc.) are also included. The student health team will facilitate the transition to the appropriate specialist when follow up is needed with a specialist. Prescription medication will be prescribed as clinically indicated. However, stimulants, anxiolytics, sedatives, sleeping pills, antidepressants, etc. will not be prescribed. Students requesting such will be referred to the student psychiatrist located at the Hines V.A. (currently Dr. Bruce Roberts).

If the student's situation requires further testing such as blood work and/or imaging, that will be ordered by the student health team and the student will follow up with Student Health regarding the results. However, diagnostic testing done outside of the Student Health space (lab, radiology, etc.) would be done according to the student's health insurance.

Chronic disease management is not part of the services offered at Student Health. For those students, it is required that they have a primary care physician.
To make an appointment with Student Health, please dial x6-3400.

Hours: Monday, Wednesday and Friday: 7:00 am-noon and 1:00-3:30 pm
Tuesday and Thursday: 8:30 am-noon and 1:00-5:00 pm

Loyola Health Insurance Plan
Students will be enrolled automatically in Loyola’s Health Care Plan. It is required that you be enrolled in either Loyola’s health insurance or another insurance provider. If you are enrolled in another health insurance plan, you MUST WAIVE Loyola’s Health Care Plan on-line. This can be done via LOCUS at https://locus.luc.edu. Under Campus Finances → Student Health Insurance, please provide the name of your insurance carrier & policy number.

Counseling Services
- Health Science Division – Student Counseling (2nd floor, Maguire Building)
  - http://www.stritch.luc.edu/wellness/counseling
• Students have access to counseling services with Loyola psychiatrist Dr. Bruce Roberts (discretely located at Hines VA Hospital and fully confidential):
  o Bruce Roberts, MD, PhD Bruce.Roberts@va.gov x6-3272
  Also available to students is on-site social worker, Barry Bennett:
  o Barry Bennett bbenne@luc.edu x6-5455
• The Medical School/(Campus) Ministry is located in the Office of University Ministry, SSOM 270.

Writing Services
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.

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. You can find useful links to housing and communicate with classmates (including incoming Biomedical Science MS students) by accessing the Biomedical Science Facebook page http://www.facebook.com/loyolauniversitychicagobiomedicalscience. Also, please see the Graduate Student Council website http://www.stritch.luc.edu/bgsc/content/where-live for additional resources.

Graduate Student Council (GSC)
The purpose of the Biomedical Graduate Student Council at Loyola University Chicago Health Sciences Division is to act as the liaison between the students and administration, as well as to provide opportunities to enhance the experience of graduate students campus-wide. The GSC consists of representatives from each of the programs and departments, as well as a governing board that is elected by the student body each academic year.

The GSC organizes a number of academic and social events. The academic events include a career development seminar series, where invited speakers provide insight on potential careers that are beyond the standard academic pathway. Other events include
town hall meetings with the dean and administrators of the graduate school, which provides a unique opportunity for the students to voice their concerns directly to the administration. The GSC also participates in at least one philanthropic service event each semester in order to give back to the community of the greater Chicagoland area. The social events that are organized by the GSC occur several times per semester. Annual events include the New Student Orientation, the Graduate School picnic, and St. Albert’s Day. Other events and trips often include trivia nights, nights out in the city, Chicago museums, Major League Baseball games, comedy clubs, and various events in Chicago or the suburbs.

**How to get involved**
At the start of each school year, the first year class is asked to choose a minimum of two students as their representatives on the GSC. Students who have joined a track can volunteer to be one of their track representatives on the council. Officers of the GSC executive board are elected to serve for one school year, with the elections taking place in May of the previous school year. To be an officer you must have previously served on GSC as a student representative. The GSC meets on the first Monday of every month to discuss issues brought forward by the students and to plan future events.

**Current Officers and Contacts**
The GSC is always available to address the comments and concerns of any student. A list of the current GSC officers and department representatives as well as their contact information can be found online at: [http://stritch.luc.edu/bgsc/content/contact-ussuggestions](http://stritch.luc.edu/bgsc/content/contact-ussuggestions).

**St. Albert’s Day**
St. Albert’s Day is Loyola University's annual celebration of research. The event usually occurs on a Friday in late October at the Loyola University Stritch School of Medicine. The day’s events include research poster presentations, oral presentation competitions for graduate students and post-doctoral fellows, and presentations from medical students who take part in Summer research programs at Loyola. St. Albert’s Day also includes an awards banquet for the Biomedical Science graduate students and faculty.

**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 1509
820 North Michigan Ave.
Chicago, IL  60611
(t) 312.915.6400
(email) 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
Appendix D: COURSE DESCRIPTIONS

MPBH/CRME denotes courses offered through the Stritch School of Medicine, Department of Public Health Sciences

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 provide an introduction to 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 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.

**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 Applied Practice Experience (3 credits) MPBH 410**
All MPH students are required to complete 1 credit of an Applied Practice Experience (internship) 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 (3 credits) MPBH 411**
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.

**Introduction to Statistical Computing for Public Health Research (3 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.
Obesity, Physical Activity and Nutrition Epidemiology (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 opp01tunity 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 opp01tunity 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.

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.

**Environmental Health Policy MPBH 430**

This course provides an introduction overview of the health consequences associated with environmental health and the local, federal, and global response to mitigate these negative health outcomes. This course will be offered online with both synchronous and asynchronous components.

**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, ie, 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.

**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.
Population Health Planning and Management (3 credits) MPBH 495
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.

Policy Analysis (3 credits) MPBH 495 This course will provide an introduction to 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 495
This course with 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.

**Chronic Diseases (3 credits) MPBH 495**
This course will provide students with an understanding of prevalence and incidence of several major chronic diseases which affect the U.S. population and globally. Students will obtain a working knowledge of major risk factors for the development and progression of major chronic diseases and will apply basic epidemiologic principles, including measures of disease occurrence and association with regard to chronic diseases and their major risk factors. This course will enable students to identify appropriate community resources for chronic diseases and appropriate metrics to determine outcomes for individual and community-wide interventions for primary and secondary prevention of chronic diseases.

**SAS Programming (2 credits) MPBH 495**
In the world of statistics and public health, SAS is the most widely used computer programming language for data management and analysis. The goals of this course are to teach basic principles and concepts of data management and analysis, and to apply this knowledge using SAS software. Mastering the course material will enable students to succeed in subsequent epidemiology courses, to manage and analyze data for their theses or capstone projects, and to have useful programming skills for future employment.

**Critical Thinking in Public Health (3 credits) MPBH 495**
The ability to think, read, and write critically are essential skills for the public health practitioner, who must make decisions about complex and debatable issues concerning the care of communities and populations—whether it be climate change, prescription drug abuse, the spread of infectious diseases, gun violence, obesity, health reform, or something else. To effectively engage in such issues, public health professionals must know how to: take a position and support it, scrutinize others’ arguments, recognize biases in oneself and in others, distinguish facts from opinions, assess the quality of evidence, identify Fallacies, consider alternative explanations, and generate alternative conclusions.

This course equips students to tackle today’s most pressing public health problems by providing the tools to think critically and a forum for guided practice. Students will develop their critical thinking skills by critiquing journal articles and opinion pieces, crafting an OpEd, creating an issue ad, and reflecting on their own thinking. By the end of the course, students will be able to identify the parts of thinking, know the right questions to ask, and apply standards to assess the quality of thinking—skills that will enable students to more adeptly question what they read and more convincingly persuade others to accept their conclusions about the way the world is or ought to be.
Health Impact Assessment (3 credits) MPBH 495
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.

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, and class, neighborhood influences on health, and social networks and health.

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 with regard to 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 subjects 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 a number of 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 provide an introduction to 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
Business, Professionalism, and Justice 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 cultural 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.

*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).

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

**Health Program Planning and Evaluation (3 credits) CMAN 434**
This course focuses on the evaluation of health programs using the framework of evaluation of need, evaluation of progress, evaluation of outcome and evaluation of efficiency. Psychometric, economic, political and ethical issues related to health program evaluation are analyzed. Examples will be drawn from community health, home health care, ambulatory care and acute hospital settings as well as other health and social programs. This course is designed for graduate students in nursing, medicine, social work, health law or those in business or management who are interested in health care.

**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.

**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. Particular 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 basic 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. Particular emphasis will be placed on the 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 in the area of 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*

**Geographic Information Systems (3 credits) UNIV 410**

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 or other